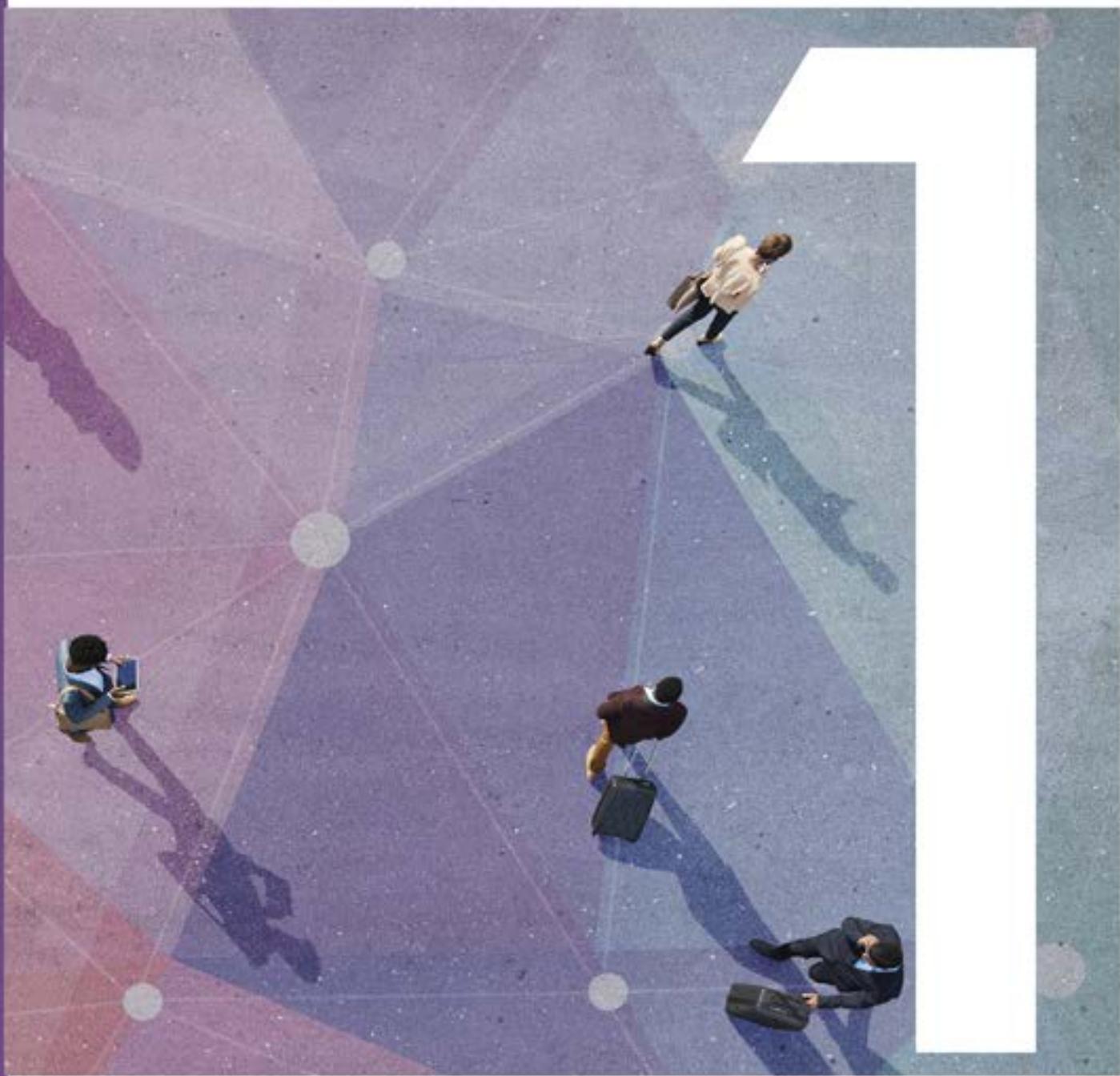


# StartUp

Ken Beatty, Series Consultant

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# LEARNING OBJECTIVES

## WELCOME UNIT

page 2

In the classroom | Learn about your book | Learn about your app

Unit	Vocabulary	Grammar	Conversation/ Speaking	Listening
<b>1</b> <b>How's it going?</b> page 5	<ul style="list-style-type: none"> <li>Meet and greet</li> <li>Say hello and goodbye</li> <li>Occupations</li> <li>Things in an office</li> <li>Countries</li> </ul>	<ul style="list-style-type: none"> <li>Statements with <i>be</i></li> <li>Articles <i>a/an</i></li> <li>Regular plural nouns</li> <li>Need and have</li> </ul>	<ul style="list-style-type: none"> <li>Introduce yourself</li> <li>Introduce others</li> <li>Talk about things in an office</li> </ul> <p><b>Skill</b> Ask someone to repeat a name</p>	<ul style="list-style-type: none"> <li>Listen to an ad about things in an office</li> </ul> <p><b>Skill</b> Listen for main ideas</p>
<b>2</b> <b>Who are they?</b> page 15	<ul style="list-style-type: none"> <li>Family relationships</li> <li>Relationships</li> <li>More family relationships</li> </ul>	<ul style="list-style-type: none"> <li>Possessive adjectives</li> <li>Questions with <i>who</i> and <i>what</i></li> <li>Negative statements with <i>be</i></li> <li>Yes/no questions with <i>be</i></li> <li>Live and work</li> </ul>	<ul style="list-style-type: none"> <li>Identify family members</li> <li>Talk about friends and family</li> <li>Talk about where people live and work</li> </ul> <p><b>Skill</b> Show interest</p>	
<b>3</b> <b>What a beautiful home!</b> page 25	<ul style="list-style-type: none"> <li>Places in the home</li> <li>Places in the neighborhood</li> <li>Things in the kitchen</li> <li>Things in the house</li> </ul>	<ul style="list-style-type: none"> <li>Adjective + noun placement</li> <li>Prepositions of location</li> <li><i>There is/There are</i></li> <li>Questions with <i>where + be</i></li> <li>Prepositions of placement</li> </ul>	<ul style="list-style-type: none"> <li>Describe your home</li> <li>Describe your neighborhood</li> <li>Talk about things in the home</li> </ul> <p><b>Skill</b> Change the topic</p>	<ul style="list-style-type: none"> <li>Listen to phone messages about a house</li> </ul> <p><b>Skill</b> Listen for key words</p>
<b>4</b> <b>Where are you now?</b> page 35	<ul style="list-style-type: none"> <li>The calendar</li> <li>Ways to connect</li> <li>Words for getting around town</li> </ul>	<ul style="list-style-type: none"> <li>Questions with <i>when + be</i></li> <li>Prepositions of time</li> <li>The imperative: Affirmative and negative</li> </ul>	<ul style="list-style-type: none"> <li>Ask about an event</li> <li>Make plans with someone</li> <li>Ask for and give directions</li> <li>Say and repeat the time</li> </ul>	<ul style="list-style-type: none"> <li>Listen to directions to the restaurant</li> </ul> <p><b>Skill</b> Listen to follow directions</p>
<b>5</b> <b>Do I need an umbrella?</b> page 45	<ul style="list-style-type: none"> <li>Weather items</li> <li>Weather and temperature</li> <li>Seasons</li> <li>Things you wear or carry</li> </ul>	<ul style="list-style-type: none"> <li>Regular and irregular plurals</li> </ul>	<ul style="list-style-type: none"> <li>Ask about prices</li> <li>Talk about the weather</li> <li>Talks about what people wear and carry</li> <li>Say and confirm prices</li> </ul> <p><b>Skill</b> Get someone's attention</p>	<ul style="list-style-type: none"> <li>Listen to weather reports</li> </ul> <p><b>Skill</b> Listen for specific information</p>

Pronunciation	Reading	Writing	Media Project	Learning Strategy
<ul style="list-style-type: none"> <li>Stressed words</li> <li>Stressed syllables</li> </ul>	<ul style="list-style-type: none"> <li>Read contact information</li> </ul> <p><b>Skill</b> Skim</p>	<ul style="list-style-type: none"> <li>Write contact information</li> </ul> <p><b>Skill</b> Capitalize proper nouns</p>	<ul style="list-style-type: none"> <li>Make a video about where you work or where you do your homework</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Use sticky notes</li> </ul>
<ul style="list-style-type: none"> <li>The voiced <i>th</i> sound /ð/</li> <li>Linking words together</li> </ul>	<ul style="list-style-type: none"> <li>Read about someone's family</li> </ul> <p><b>Skill</b> Reread</p>	<ul style="list-style-type: none"> <li>Write about your family</li> </ul> <p><b>Skill</b> Form the possessive</p>	<ul style="list-style-type: none"> <li>Describe photos of family and friends</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Learn related words</li> </ul>
<ul style="list-style-type: none"> <li>The vowel /ə/ in unstressed syllables</li> <li>Stress in compound nouns</li> </ul>	<ul style="list-style-type: none"> <li>Read an ad for an apartment for rent</li> </ul> <p><b>Skill</b> Use background information</p>	<ul style="list-style-type: none"> <li>Write an ad for an apartment for rent</li> </ul> <p><b>Skill</b> Write complete sentences</p>	<ul style="list-style-type: none"> <li>Make a video about a room in your home</li> </ul>	<b>Pronunciation</b> <ul style="list-style-type: none"> <li>Clap your hands</li> </ul>
<ul style="list-style-type: none"> <li>The sound /əv/</li> <li>Stress in numbers</li> </ul>	<ul style="list-style-type: none"> <li>Read about a plan to meet</li> </ul> <p><b>Skill</b> Ask and answer questions</p>	<ul style="list-style-type: none"> <li>Write about a plan to meet</li> </ul> <p><b>Skill</b> Use end of sentence punctuation</p>	<ul style="list-style-type: none"> <li>Describe photos of places and how to get there</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>Make translation flashcards</li> </ul>
<ul style="list-style-type: none"> <li>The letter o</li> <li>Plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>Read messages about weather</li> </ul> <p><b>Skill</b> Scan for details</p>	<ul style="list-style-type: none"> <li>Write a message about weather</li> </ul> <p><b>Skill</b> Use capitalization</p>	<ul style="list-style-type: none"> <li>Make a video of your favorite clothes</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Make picture flashcards</li> </ul>

Unit	Vocabulary	Grammar	Conversation/ Speaking	Listening
<b>6</b> What do you like to do? page 55	<ul style="list-style-type: none"> <li>• Types of music</li> <li>• Interests</li> <li>• Free-time activities</li> </ul>	<ul style="list-style-type: none"> <li>• Simple present: Affirmative and negative statements</li> <li>• Simple present: Yes/no questions and short answers</li> <li>• Simple present: Wh- questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about music</li> <li>• Talk about interests</li> <li>• Talk about free-time activities</li> </ul> <p><b>Skill</b> Ask someone the same question</p>	
<b>7</b> Are you ready to order? page 65	<ul style="list-style-type: none"> <li>• Food groups</li> <li>• Food and beverages</li> <li>• Restaurant items</li> </ul>	<ul style="list-style-type: none"> <li>• Count / Non-count nouns</li> <li>• <i>Some, any</i></li> <li>• <i>Can</i> and <i>could</i> for requests</li> <li>• <i>Some</i> and <i>any</i> as indefinite pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about food</li> <li>• Order in a restaurant</li> <li>• Ask for restaurant items</li> </ul> <p><b>Skill</b> Use polite expressions</p>	
<b>8</b> Do you have a reservation? page 75	<ul style="list-style-type: none"> <li>• Personal care items</li> <li>• Places in a hotel</li> <li>• Places in a city</li> </ul>	<ul style="list-style-type: none"> <li>• <i>There is/There are</i></li> <li>• <i>Like, want, need</i> + infinitives</li> <li>• Prepositions of place: <i>At, on, in</i></li> </ul>	<ul style="list-style-type: none"> <li>• Ask for personal care items</li> <li>• Give directions in a building</li> <li>• Talk about where places are located</li> </ul> <p><b>Skill</b> Show understanding</p>	<ul style="list-style-type: none"> <li>• Listen to questions about locations</li> </ul> <p><b>Skill</b> Listen for location words</p>
<b>9</b> Is everything OK? page 85	<ul style="list-style-type: none"> <li>• Describing things</li> <li>• Technology</li> <li>• Daily activities</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive nouns</li> <li>• <i>This/that/these/those</i></li> <li>• Present continuous: Statements and questions</li> <li>• Adverbs of frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Describe things people own</li> <li>• Talk about what you're doing</li> <li>• Talk about daily activities</li> </ul> <p><b>Skill</b> Ask about a problem</p>	<ul style="list-style-type: none"> <li>• Listen to a podcast about stress</li> </ul> <p><b>Skill</b> Listen for numbering</p>
<b>10</b> How was your weekend? page 95	<ul style="list-style-type: none"> <li>• Describing activities</li> <li>• Weekend activities</li> <li>• Vacation activities</li> </ul>	<ul style="list-style-type: none"> <li>• Simple past with <i>be</i></li> <li>• Simple past: Statements and yes/no questions</li> <li>• Simple past: Wh-questions and irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your weekend</li> <li>• Talk about past activities</li> <li>• Talk about a past vacation</li> </ul> <p><b>Skill</b> Agree with someone</p>	<ul style="list-style-type: none"> <li>• Listen to a radio show about a vacation</li> </ul> <p><b>Skill</b> Make inferences</p>

GRAMMAR PRACTICE ..... page 105

REFERENCES ..... page 131

Pronunciation	Reading	Writing	Media Project	Learning Strategy
<ul style="list-style-type: none"> <li>Weak pronunciation of <i>do</i></li> <li>Unstressed words</li> </ul>	<ul style="list-style-type: none"> <li>Read a member profile</li> </ul> <p><b>Skill</b> Compare and contrast</p>	<ul style="list-style-type: none"> <li>Write a member profile</li> </ul> <p><b>Skill</b> Write dates</p>	<ul style="list-style-type: none"> <li>Make a video of a friend or family member doing something interesting</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Use action</li> </ul>
<ul style="list-style-type: none"> <li>The vowels /i/ and /ɪ/</li> <li>Dropped syllables</li> </ul>	<ul style="list-style-type: none"> <li>Read a restaurant review</li> </ul> <p><b>Skill</b> Use context clues</p>	<ul style="list-style-type: none"> <li>Write a restaurant review</li> </ul> <p><b>Skill</b> Write commas in a list</p>	<ul style="list-style-type: none"> <li>Make a video of your favorite meal</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Make word webs</li> </ul>
<ul style="list-style-type: none"> <li>The sound /ʃ/</li> <li>Main stress</li> </ul>	<ul style="list-style-type: none"> <li>Read about a hotel</li> </ul> <p><b>Skill</b> Take notes</p>	<ul style="list-style-type: none"> <li>Write about a hotel</li> </ul> <p><b>Skill</b> Use abbreviations</p>	<ul style="list-style-type: none"> <li>Describe photos of your neighborhood</li> </ul>	<b>Pronunciation</b> <ul style="list-style-type: none"> <li>Practice the pronunciation</li> </ul>
<ul style="list-style-type: none"> <li>Moving the main stress</li> <li>Intonation in questions</li> </ul>	<ul style="list-style-type: none"> <li>Read about computer problem</li> </ul> <p><b>Skill</b> Make inferences</p>	<ul style="list-style-type: none"> <li>Write about computer problems</li> </ul> <p><b>Skill</b> Write a list</p>	<ul style="list-style-type: none"> <li>Describe photos of your friends or family using technology</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>Write the rule</li> </ul>
<ul style="list-style-type: none"> <li>The simple past -ed ending</li> <li>Blending <i>did you</i></li> </ul>	<ul style="list-style-type: none"> <li>Read about a vacation</li> </ul> <p><b>Skill</b> Find the main idea</p>	<ul style="list-style-type: none"> <li>Write about a vacation</li> </ul> <p><b>Skill</b> Use commas</p>	<ul style="list-style-type: none"> <li>Describe photos of a past weekend or vacation</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>Write sentences</li> </ul>

**Key**


flashcards



video/coach



ActiveTeach



web search

# WELCOME UNIT

## 1 IN THE CLASSROOM

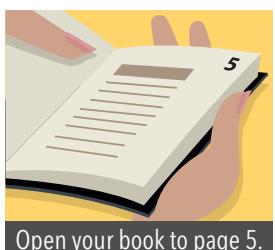
### A Get to know your classmates

Play the Name Game.



### B Classroom language

▶ 00-01 Listen.



Open your book to page 5.



Look at the picture.



Listen and repeat.



Read the title of this page.



Write your name.



Work in pairs.



Work in groups.

### C Ask for help

▶ 00-02 Listen.

How do you say that in English?

How do you say that in English?

Desk.

Can you repeat that, please?

Can you repeat that, please?

Sure. Desk.

How do you spell that?

How do you spell that?

D-e-s-k.

## 2 LEARN ABOUT YOUR BOOK

1. Look at pages iv-vii. What information is on those pages?  
\_\_\_\_\_

2. How many units are in the book? \_\_\_\_\_

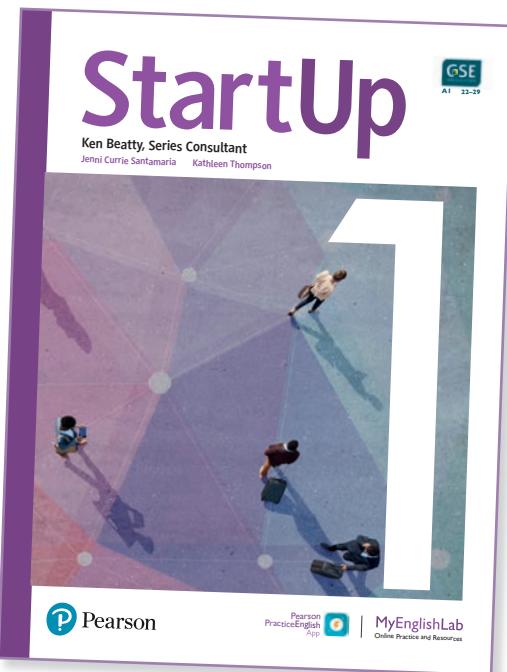
3. How many lessons are in each unit? \_\_\_\_\_

4. Where is the grammar practice? \_\_\_\_\_

5. Look at the QR code  . Find the icon on page 7. What does it mean? \_\_\_\_\_

6. Look at the **I CAN STATEMENT** at the bottom of page 7. What does it tell you? \_\_\_\_\_

7. Look at this icon  . Find it on page 12. What does it mean?  
\_\_\_\_\_



## 3 LEARN ABOUT YOUR APP

1. Look inside the front cover. Where can you go to download the Pearson Practice English app for StartUp? \_\_\_\_\_

2. Where are the instructions for registering for the app? \_\_\_\_\_

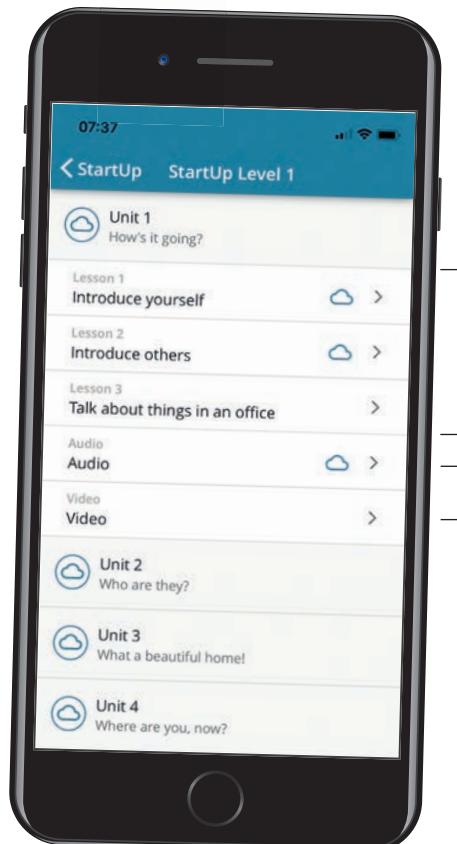
3. Look at the picture of the app. What do you see?  
\_\_\_\_\_

4. Look at the picture again. Fill in the blanks with the numbers 1-3.

- a. Number 1 shows the practice activities.
- b. Number 3 shows the video files.
- c. Number 2 shows the audio files.

5. Look at the picture again. What does this  mean? \_\_\_\_\_

6. Look at the QR code on page 7 again. What happens when you scan the code? \_\_\_\_\_



# TSW MEDIA MEET THE PEOPLE OF TSW MEDIA

TSW Media is a big company with big ideas. It has offices all over the world. It works with international clients to help them market their products and services.



ESTER SILVA

Social media manager



PEDRO CAMPOS

Photographer

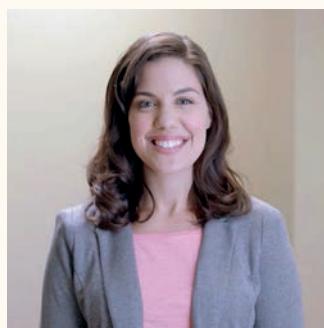
**▶00-03** Hey there. I'm Ester Silva. I work in the New York office. I'm the social media manager. I love to meet new people.

**▶00-06** Hey. I'm Pedro Campos. I am a photographer. I work in Mexico City. I always have my camera with me.



YUSEF SAYED

Lawyer



GABY RAMOS

Accounts manager

**▶00-04** Hello. My name is Yusef Sayed. I'm married and I have two children. I'm from Dubai. I'm a lawyer and I travel a lot for work.

**▶00-07** Hi! I'm Gaby Ramos. I live and work in Santa Cruz, Bolivia. I'm an accounts manager. I'm married and I love to hike in my free time.



TINA ADAMS

Illustrator



DAN LU

Graphic designer

**▶00-05** Hi there. I'm Tina Adams. I'm new! I just started my job. I work in the New York office. I'm an illustrator.

**▶00-08** Hello. My name is Dan Lu. I'm a graphic designer. I work in the Beijing office. I'm married and I have a new baby.

# 1

# HOW'S IT GOING?

## LEARNING GOALS

In this unit, you

⊖ introduce yourself

⊖ introduce others

⊖ talk about things in  
an office

⊖ read and write contact  
information



## GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What do you see?
- C** Now read Tina's message. Why is she happy?



TINA ADAMS

@TinaA

I'm so happy! I have a new job!

# LESSON 1

# INTRODUCE YOURSELF



TINA ADAMS

@TinaA

There are so many new people here.

## 1 VOCABULARY Meet and greet

▶ 01-01 Listen. Then listen and repeat.

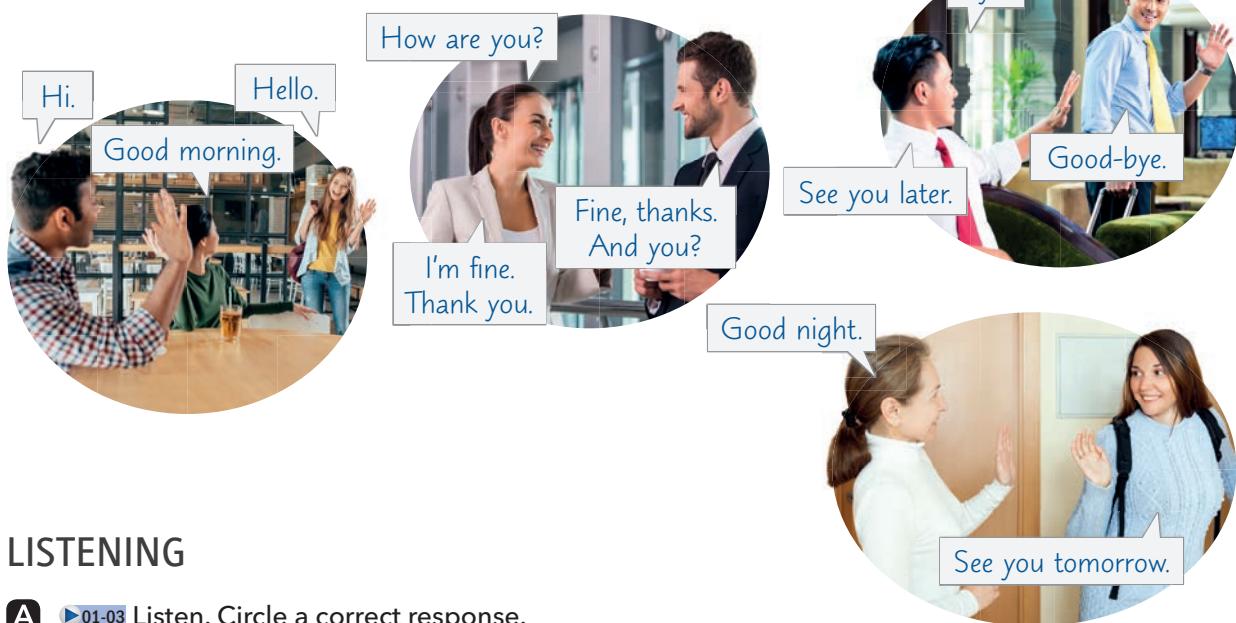


### Handshaking

Shake hands with people when you first meet.

## 2 VOCABULARY Say hello and good-bye

▶ 01-02 Listen. Then listen and repeat.



## 3 LISTENING

**A** ▶ 01-03 Listen. Circle a correct response.

1. a. Nice to meet you.  
 b. I'm fine, thank you.
2. a. Hi.  
b. Fine, thanks. And you?
3. a. Nice to meet you.  
b. See you later.
4. a. See you tomorrow.  
b. Nice to meet you, too.
5. a. Good-bye.  
b. Hello!
6. a. See you tomorrow!  
b. I'm fine. Thank you.

**B** ▶ 01-03 Listen again and say a different response.



## 4 PRONUNCIATION

**A** 01-04 Listen. Notice the stressed words. Then listen and repeat.

Good morning. Nice to meet you. What's your name?

**B** 01-05 Listen. Circle the sentence with the correct stress.

Then listen again and repeat.

1. a. Thank you.

b. Thank you.

2. a. How are you?

b. How are you?

3. a. Fine, thanks. And you?

b. Fine, thanks. And you?

4. a. Good night.

b. Good night.

5. a. See you later.

b. See you later.

6. a. What's your name again?

b. What's your name again?

**C** PAIRS Check your answers.

### Stressed words

We stress the important words in a sentence. Stressed words are strong and clear.

## 5 CONVERSATION



**A** 01-06 Listen or watch. Number the sentences in the order you hear them.

\_\_\_\_ How are you?

\_\_\_\_ Nice to meet you.

1 Hello.

\_\_\_\_ I'm sorry. What's your last name again?

\_\_\_\_ Hi. I'm Tina Adams.

\_\_\_\_ I'm fine.



**B** 01-07 Read the Conversation Skill. Listen or watch. Complete the conversation.



Ester: \_\_\_\_\_ . I'm Ester Silva.

Tina: \_\_\_\_\_ ! I'm Tina Adams.

Nice to meet you.

Ester: I'm \_\_\_\_\_. What's your last name again?

Tina: Adams.

Ester: Oh, OK. Adams. It's nice to meet you, too!

### CONVERSATION SKILL

#### Ask someone to repeat a name

To ask someone to repeat a name, say, *I'm sorry. What's your name again?*

Listen or watch the conversation in 5A. Raise your hand when you hear someone ask to repeat a name.

*I'm = I am*

**C** 01-08 Listen and repeat. Then practice with a partner.

## 6 TRY IT YOURSELF

**A** **MAKE IT PERSONAL** Practice the conversation again. Use your own information.

**B** **WALK AROUND** Greet your classmates. Remember, you can ask your classmates to repeat their names.

I CAN INTRODUCE MYSELF.



# LESSON 2 INTRODUCE OTHERS

## 1 VOCABULARY Occupations

**A**  01-09 Listen. Then listen and repeat.



an architect



a manager



a chef



an engineer



a dentist



a flight attendant



a doctor



a programmer



a nurse



a scientist



an accountant



an illustrator



TINA ADAMS

@TinaA

I like my new neighbor.



## 2 GRAMMAR Statements with *be*; Articles *a / an*

Statements with <i>be</i>		Contractions
Subject	<i>Be</i>	
I	<b>am</b>	I'm
You	<b>are</b>	You're
He		He's
She	<b>is</b>	She's
We		We're
You	<b>are</b>	You're
They		They're

Note: Use contractions in speaking and informal writing.

Articles	
<i>A</i>	<i>An</i>
a student	an accountant
a teacher	an engineer
a programmer	an illustrator

### Notes

- Use *a* before nouns that start with a consonant sound.
- Use *an* before nouns that start with a vowel sound.

>> FOR PRACTICE, GO TO PAGE 105





## 3 PRONUNCIATION

**A** 01-11 Listen. Notice the stressed syllable in each word.

Then listen and repeat.

stu·dent ar·chi·tect ác·oun·tant il·lus·trá·tor

**B** 01-12 Listen. Underline the stressed syllable.

Then listen and repeat.

1. doc·tor	3. den·tist	5. en·gi·neer
2. sci·en·tist	4. man·a·ger	6. pro·gram·mer

**C** PAIRS Student A, say a word from 3B. Student B, point to the picture in 1A that matches the word.

### Stressed syllables

Words are made up of syllables: tea·cher. One syllable in a word is stressed: tea·cher. The stressed syllable is strong and clear.

## 4 CONVERSATION



**A** 01-13 Listen or watch. Circle the correct answer.

1. Cole greets Tina with \_\_\_.  
 a. "Good morning."  
 b. "Hi."  
 c. "Hello."
2. Cole shows Tina \_\_\_.  
 a. the building.  
 b. the kitchen.  
 c. the office.
3. Ester says, \_\_\_.  
 a. "Thank you, Tina!"  
 b. "Tina is a new illustrator."  
 c. "Tina and I are old friends!"



**B** 01-14 Listen or watch. Complete the conversation.



Cole: Tina, this is Ester. She's a social media \_\_\_\_\_.  
 And Ester, this is Tina. She's \_\_\_\_\_.

Tina: Hi, Ester. Nice to meet you.

Ester: Hi, Tina. Nice to meet you, too.

**C** 01-15 Listen and repeat. Then practice with two partners.

## 5 TRY IT YOURSELF

**A** **MAKE IT PERSONAL** In groups of three, Student A, introduces Student B to Student C. Use your own names and occupations.

Lee, this is Carlos. He's an accountant. Carlos, this is Lee. He's a programmer.

**B** **WALK AROUND** Introduce your group to other classmates.

I CAN INTRODUCE OTHERS.



# LESSON 3

# TALK ABOUT THINGS IN AN OFFICE



TINA ADAMS

@TinaA

I need a lot of office supplies.



## 1 VOCABULARY Things in an office

**A** 01-16 Listen. Then listen and repeat.



**B** Look at the words. Circle the word that does not belong.

1. computer      cell phone      **eraser**      printer
2. pen      chair      notepad      pencil
3. cell phone      cabinet      desk      chair
4. sticky note      phone      notepad      eraser



**C PAIRS** Look around your classroom. Write a list of all the things in 1A that you see. Then compare your lists.



## 2 GRAMMAR Regular plural nouns; Need and have

### Regular plural nouns

Singular	Plural	Notes
a phone	phones	• Add <b>-s</b> to most regular nouns.
an eraser	erasers	
a box	boxes	• Add <b>-es</b> to regular nouns that end in <b>s, x, z, ch, or sh</b> .
a class	classes	
a dictionary	dictionaries	• Change the <b>y</b> to <b>i</b> and add <b>-es</b> to nouns that end in a consonant + <b>-y</b> .
a company	companies	
a shelf	shelves	• Change <b>f</b> and <b>fe</b> to <b>v</b> and add <b>-es</b> to nouns that end in <b>-fe</b> or <b>-f</b> .
a life	lives	

### Need, have

Subject	Need, have	Noun
I		
You	<b>need</b>	
We	<b>have</b>	
They		a pen. notepads.
He	<b>needs</b>	
She	<b>has</b>	

### Notes

- Add **-s** to the base form of the verb for *he, she, and it*.
- *Have* is irregular. For *he, she, and it*, use *has*.



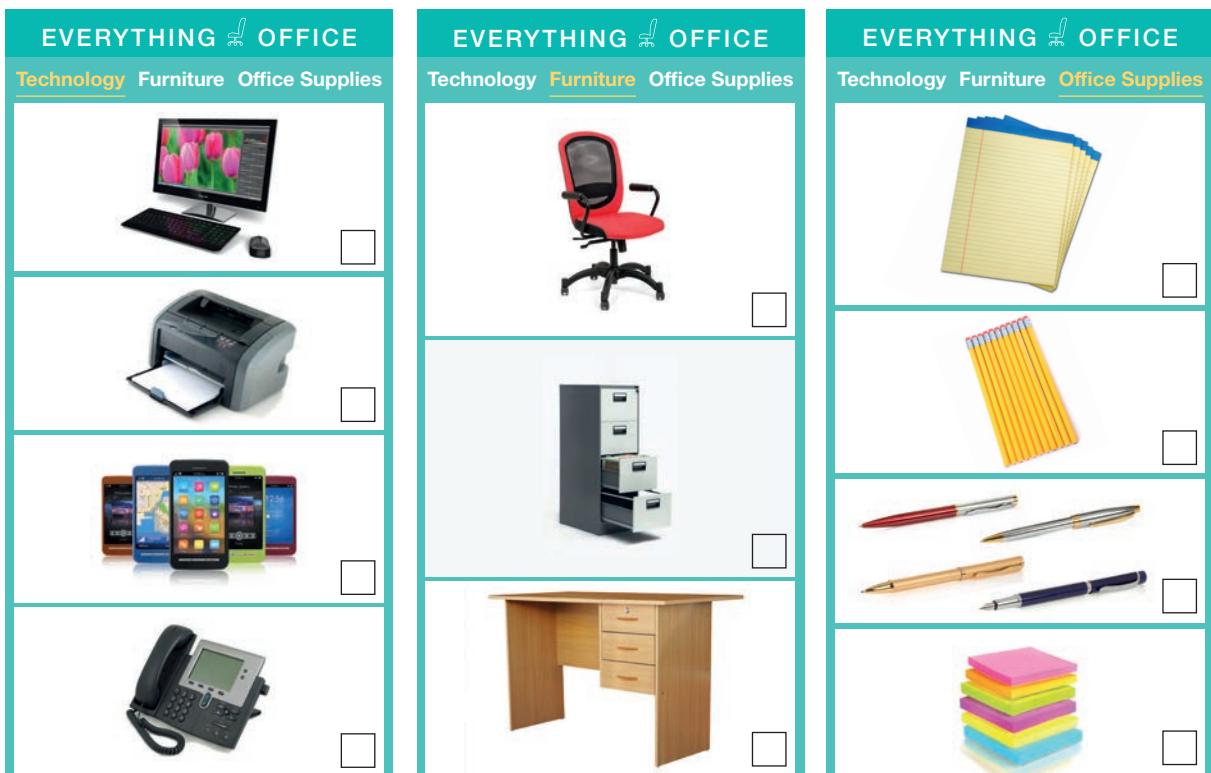
>> FOR PRACTICE, GO TO PAGE 106

### 3 LISTENING

**A**  01-18 Read the Listening Skill. Then listen.  
What is the main idea?

#### LISTENING SKILL Listen for main ideas

The first time you listen, don't try to understand every detail. Focus on the main idea.



**B**  01-18 Listen again. Check (✓) the items you hear.

**C** **GROUPS** Close your books. What does Everything Office have? Make a list.  
They have computers, printers ...

### 4 TRY IT YOURSELF

**A** **TAKE A POLL** Talk to three classmates. What do they have?  
What do they need?

	Need	Have
a pencil		✓ ✓ ✓
a cell phone		
a pen		
a notepad		
an eraser		
a computer		
a dictionary		

**B** **CLASS** Report to the class.  
Three people have pencils ...

 I CAN TALK ABOUT THINGS IN AN OFFICE.



# LESSON 4 READ CONTACT INFORMATION

## 1 VOCABULARY Countries

▶ 01-19 Listen. Then listen and repeat.



TINA ADAMS

@TinaA

What is Ester's last name?

## 2 BEFORE YOU READ

Read the Reading Skill. Skim the information in the office directory. What is the purpose of the directory? It gives \_\_\_\_.

- a. information about your family
- b. information about yourself
- c. technology information



## 3 READ

A ▶ 01-20 Listen. Read the contact information.

What information do they have? Check (✓) all the correct answers.

- name
- age

- email address
- home address

- job title
- language

- office location
- phone number



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B ▶ 01-20 Listen again. How do we say “.” and “@” in email addresses? Find

C Tina's, Ester's, and Pedro's offices on the map.

Who works in the same office? \_\_\_\_\_

Find out about job titles. Research jobs and what they are called.



## 4 MAKE IT PERSONAL

A Where do you keep your contact information? What information do you have for each contact?

B PAIRS Compare answers.

I CAN READ CONTACT INFORMATION.

## 1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the directory on page 12 again.
  1. Circle the capital letters at the beginnings of the proper nouns.
  2. What are some kinds of proper nouns? Give examples.

### WRITING SKILL Capitalize proper nouns

A proper noun is a specific person, place, or thing. Capitalize the first letter of a proper noun.

*My friend Tina Adams works in New York at TSW Media.*

## 2 PLAN YOUR WRITING

Imagine that you work for TSW Media. Think about a job you want to do. Then think about a city and country to live in.

## 3 WRITE

Write contact information for yourself. Include your name, job title, and the city and country where you work. Also include an email address, using this format "firstname.lastname@TSWmedia.com." Be sure to capitalize any proper nouns. Use the contact information on page 12 as models.

_____
_____
_____
email _____
office location _____
phone _____

## 4 REVISE YOUR WRITING

- A PAIRS** Read your partner's contact information. Complete the chart.

Did your partner ...?	Yes	No
include name, job, city, country, and email address		
write the email address correctly		
capitalize proper nouns		

- B PAIRS** Can you improve your partner's contact information? Make suggestions. Then revise your writing.

## 5 PROOFREAD

Read your contact information again. Check your spelling, punctuation, and capitalization.

I CAN WRITE CONTACT INFORMATION.

# PUT IT TOGETHER

## 1 MEDIA PROJECT



**A** 01-21 Listen or watch. Answer the questions.

1. What is Fumi's job?  
\_\_\_\_\_

2. Where is her office?  
\_\_\_\_\_

3. What is on her desk?  
\_\_\_\_\_

**B** Make your own video.

Step 1 Choose a place where you work or where you do your homework.

Step 2 Make a 30-second video. Introduce yourself. Talk about the place you work or study.  
Talk about the office items you have there.

Step 3 Share your video. Answer questions and get feedback.



## 2 LEARNING STRATEGY

### USE STICKY NOTES

On sticky notes, write new vocabulary words. Put the notes on the items. Look at the notes and say the words.

Review the office vocabulary words in the unit.  
Make sticky notes for five things.



## 3 REFLECT AND PLAN

**A** Look back through the unit. Check the things you learned. Highlight the things you need to learn.

#### Speaking objectives

- Introduce myself
- Introduce others
- Talk about things in an office

#### Grammar

- Statements with *be*
- Articles *a/an*
- Regular plural nouns
- Need, have*

#### Vocabulary

- Meet and greet
- Say hello and good-bye
- Occupations
- Things in an office
- Countries

#### Reading

- Skim

#### Pronunciation

- Stressed words
- Stressed syllables

**B** What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



# 2

# WHO ARE THEY?

## LEARNING GOALS

In this unit, you

- ⊖ identify family members
- ⊖ talk about friends and family
- ⊖ talk about where people live and work
- ⊖ read and write about families



## GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a family. What do you see?
- C** Now read Ester's message. What does she have on her phone?



ESTER SILVA

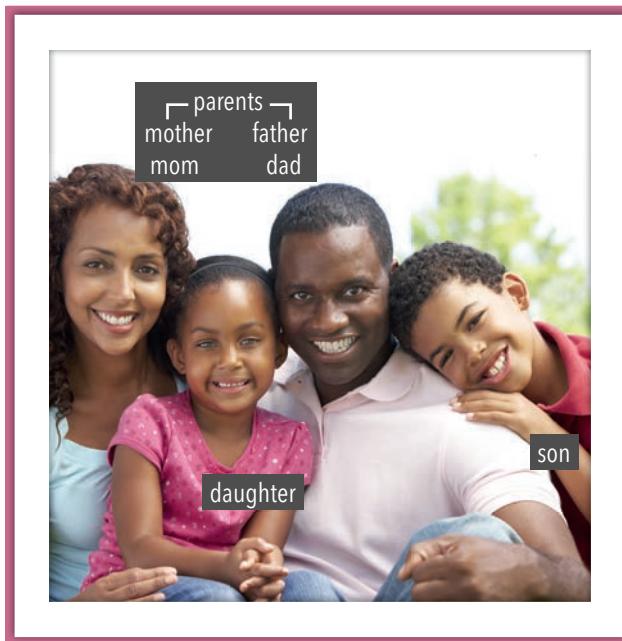
@EsterS

I have lots of family photos on my phone!

# LESSON 1 IDENTIFY FAMILY MEMBERS

## 1 VOCABULARY Family relationships

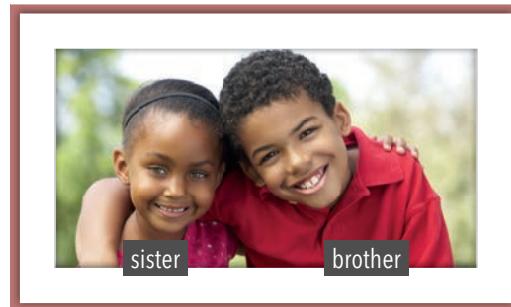
**A**  02-01 Listen. Then listen and repeat.



ESTER SILVA

@EsterS

My friend Pedro is here today.



**B** Look at the words in 1A. Complete the chart. Write family words in the correct column.

Male ♂	Female ♀	Male + Female ♂♀
father		

**C PAIRS** Show some family pictures. Say who they are.



## 2 GRAMMAR Possessive adjectives; Questions with who and what

Possessive adjective	Noun	Questions with who and what
My		
Your		
His	family	Who is = Who's
Her		What is = What's
Our	friends	A: Who's that? B: That's my brother.
Your		A: What's his name? B: His name is Cole.
Their		
Notes		
<ul style="list-style-type: none"> <li>Use <i>its</i> for one thing. <i>TSW Media</i> is a big company. <b>Its</b> offices are in New York.</li> <li>Use <i>their</i> for more than one thing. <i>Those companies</i> are great. <b>Their</b> workers are nice.</li> </ul>		

>> FOR PRACTICE, GO TO PAGE 107





## 3 PRONUNCIATION

**A** 02-03 Listen. Notice the pronunciation of *th* in these words. Then listen and repeat.

that      they      mother      father

Who's that? This is my brother. That's her grandmother.

**B** 02-04 Look at each pair of words. Listen and circle the word you hear.

1. they / day    2. these / D's    3. these / Z's    4. they / day

**C** PAIRS Point to a photo in 1A. Explain who the people are. In this photo there is a mother and father.

### The voiced *th* sound /ð/

To say the *th* sound in *that* and *they*, put your tongue between your teeth. Use your voice to make the *th* sound.

## 4 CONVERSATION



**A** 02-05 Listen or watch. Check (✓) all correct answers.

1. Who are Ester and Pedro talking about?

Pedro's family     Ester's family     Pedro's mother

2. What family members do they talk about?

<input checked="" type="checkbox"/> father	<input checked="" type="checkbox"/> sister	<input type="checkbox"/> mother
<input checked="" type="checkbox"/> grandfather	<input checked="" type="checkbox"/> brother	<input type="checkbox"/> daughter



**B** 02-06 Listen or watch. Complete the conversation.



Ester: \_\_\_\_\_ that?

Pedro: That's my father.

Ester: Oh! \_\_\_\_\_ his name?

Pedro: His name is Eddy.

Ester: And who's that?

Pedro: That's \_\_\_\_\_ sister. Her name is Amelia.



**C** 02-07 Listen and repeat. Then practice with a partner.

## 5 TRY IT YOURSELF

**A** **MAKE IT PERSONAL** Ask and answer questions about your families.

Use your photos.

**A:** Who's that?

**B:** That's my sister.

**A:** What's her name?

**B:** Her name is Mei.

**B** **GROUPS** Show your photos. Tell your group about your family.

This is my sister. Her name is Mei.

This is my son. His name is Bo.



I CAN IDENTIFY FAMILY MEMBERS.

# LESSON 2

# TALK ABOUT FRIENDS AND FAMILY



ESTER SILVA

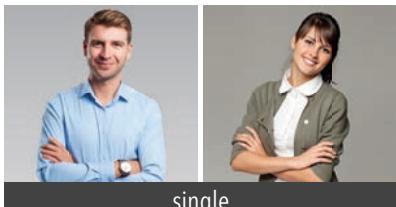
@EsterS

Pedro takes great photos, and I do, too.



## 1 VOCABULARY Relationships

**A** 02-08 Listen. Then listen and repeat.



single



husband

wife



ex-husband

divorced

ex-wife

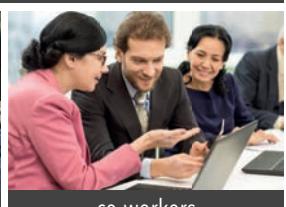


boyfriend

girlfriend



friends



co-workers

**B** 02-09 Listen. Then complete the sentences. Use words from 1A.

1. Tom is May's <u>boyfriend</u> .	4. Ari is _____ .
2. Lena and Luis are _____ .	5. Ken and Katy are _____ .
3. Bill and Amy are _____ .	6. Pia is Ben's _____ .

**C PAIRS** Tell about five people you know or five famous people.

*My sister is married. My friend David is single.*



## 2 GRAMMAR Negative statements with be; Yes/no questions with be

Negative statements				Note: Use contractions in speaking and informal writing.	
Subject	Be	Not		I'm not	You're not / You aren't
I	am				
You	are				
He She	is	not	Ester's friend(s)	He's not / He isn't She's not / She isn't	
We				We're not / We aren't	
You	are			You're not / You aren't	
They				They're not / They aren't	

Yes/no questions			Short answers		
Be	Subject		Affirmative	Negative	
Are	you		I am.	I'm not.	
Is	he she	Ester's friend(s)?	he is. she is.	he's not. / he isn't. she's not / she isn't.	
Are	we they		we are. they are.	we're not / we aren't. they're not / they aren't.	

Note: Don't use contractions in affirmative short answers: Yes, he is. NOT Yes, he's.

>> FOR PRACTICE, GO TO PAGE 108



## 3 CONVERSATION



### A 02-11 Listen or watch. Circle the correct answer.

1. Ester's sisters are \_\_\_\_.
  - a. single
  - b. married
  - c. divorced
2. Ester's brother is \_\_\_\_.
  - a. single
  - b. married
  - c. divorced
3. Ester's brother is \_\_\_\_.
  - a. a doctor
  - b. a programmer
  - c. a student
4. Pedro is Ester's \_\_\_\_.
  - a. husband
  - b. son
  - c. boyfriend



### B 02-12 Read the Conversation Skill. Listen or watch. Complete the conversation.



Ester: This is my family.

Pedro: Really? \_\_\_\_\_ your sisters?

Ester: Yes, \_\_\_\_\_.

Pedro: And \_\_\_\_\_ your brother?

Ester: No, \_\_\_\_\_. He's my boyfriend.

#### CONVERSATION SKILL

##### Show interest

To show interest, say:

- *Really?*
- *Is that right?*
- *Wow!*

Listen or watch the conversation in 3A. Raise your hand when you hear someone show interest.

### C 02-13 Listen and repeat. Then practice with a partner.

## 4 TRY IT YOURSELF

### A MAKE IT PERSONAL Student A, show a photo of a person you know.

Don't tell your partner who it is. Student B, ask 3-5 yes/no questions.

Student A, answer your partner's questions with yes or no.

A: Is that your brother?

B: No. He's not my brother.

A: Is he a friend?

B: Yes, he is.

A: Is he married?

B: No, he isn't.

A: Is he a student?

B: Yes, he is.

### B WALK AROUND Choose a different photo. Talk to five classmates.

Ask and answer yes/no questions.



I CAN TALK ABOUT FRIENDS AND FAMILY.

# LESSON 3

# TALK ABOUT WHERE PEOPLE LIVE AND WORK

## 1 VOCABULARY More family relationships

**A** 02-14 Listen. Then listen and repeat.



ESTER SILVA

@EsterS

I miss my family. 😞 They live far away.

### MIA'S FAMILY TREE



**B** Complete the sentences. Use words from 1A.

1. Luke is Mia's nephew.
2. Sam is Mia's \_\_\_\_\_.
3. Meg is Mia's \_\_\_\_\_.
4. Ana is Mia's \_\_\_\_\_.
5. Ron and Delia are Mia's \_\_\_\_\_.

**C PAIRS** Draw a family tree and describe it.

This is my mother. Her name is Eva.



## 2 GRAMMAR Live and work

Subject	Live, work	
I	live	
You	work	
We		
They		in New York City.
He	lives	
She	works	

**>> FOR PRACTICE, GO TO PAGE 109**

We use **and** to connect verbs or verb phrases in a sentence:  
She **lives and works** in New York City.





## 3 PRONUNCIATION

**A** 02-16 Listen. Notice the way we link a consonant to a vowel sound. Then listen and repeat.

I have a big family. This is my sister.

She lives in Miami. She works in an office.

### Linking words together

We link words together when we speak. We link a word that ends in a consonant sound to a word that begins with a vowel sound.

**B** 02-17 Listen. Mark the consonant-to-vowel links. Then listen and repeat.

1. These are my parents.
2. They live in New York.
3. My brother lives in Canada.
4. He works at a university.
5. My aunt has a good job.
6. She's an engineer.
7. My cousin is an architect.
8. He works in London.

**C** PAIRS Practice saying the sentences in 3B.

## 4 CONVERSATION



**A** 02-18 Listen or watch. Check (✓) all correct answers.

1. Who lives in Brazil?  
 Ester's uncle  
 her sisters  
 her mother  
 her brother  
 her father
2. Who works for Super Cola?  
 Ester's sister  
 her sister's husband  
 her uncle  
 her aunt  
 her cousins



**B** 02-19 Listen or watch. Complete the conversation.



Ester: This is my uncle. He \_\_\_\_\_ in Florida, and he \_\_\_\_\_ for Super Cola.

Pedro: Really? Super Cola is a good company.

Ester: Yes, it is. My uncle is a general manager. He has three kids, and they all \_\_\_\_\_ there, too.



**C** 02-20 Listen and repeat. Then practice with a partner.

## 5 TRY IT YOURSELF

**A** **MAKE IT PERSONAL** Tell a partner about your family and friends.

A: My cousin lives in San José. He has two kids. He works for ABC Company.  
B: Really? My friend Tom lives in San José.

**B** **WALK AROUND** Talk to five classmates. Tell your classmates about a friend or family member who lives and works in a different city.

I CAN TALK ABOUT WHERE PEOPLE LIVE AND WORK.



# LESSON 4 READ ABOUT SOMEONE'S FAMILY



ESTER SILVA

@EsterS

My family gets together every year for a photo.

## 1 BEFORE YOU READ

How many people are in your family?

How would you describe them?

There are five people in my family—my parents, brother, and sister. My ...

## 2 READ

**A** 02-21 Listen. Read the email. What is it about?

New email

Jane

Hi Jane,

My sister Sally sent me some new photos of her family. Remember Sally? She's an architect now. Sally's husband Tony is an engineer. They live in Miami with their four children. Here's a photo of my mom. That's mom's friend Abby. They're good friends. They work in the same office.

Hope to see you soon.

Ester

Kim, Sally, Carla, and Kate Tony and Nate Lina and Abby

**B** Read the email again. Complete the sentences.

1. Sally is Tony's wife.
2. Lina is Sally's mother.
3. Kim is Lina's daughter.
4. Lina is Nate's wife.
5. Abby and Lina are friends and coworkers.

**C** Read the Reading Skill. Then read the email again. Answer the questions.

1. What does Sally do? \_\_\_\_\_
2. What does Tony do? \_\_\_\_\_
3. Where does the family live? \_\_\_\_\_
4. How many children do Tony and Sally have? \_\_\_\_\_
5. Where does Lina work? \_\_\_\_\_

### READING SKILL Reread

Rereading a text can help you understand it better. Read the email once to learn what it is about in general. Then read it again to get more information.

## 3 MAKE IT PERSONAL

**A** Look at your family photos. Choose one and describe it.

Who are the people in the photo? What do they do? Where do they work?

Find out about the family of a celebrity.

**B** PAIRS Talk about the photo.

Taka is my brother. He's a lawyer.  
He works in Osaka.

I CAN READ ABOUT SOMEONE'S FAMILY.

# LESSON 5

# WRITE ABOUT YOUR FAMILY

## 1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the email on page 22 again.  
Circle the possessives.

### WRITING SKILL Form the possessive

Add an apostrophe ('') + s to a name or a noun to show possession.

*Sally's family*

*My sister's husband*

## 2 PLAN YOUR WRITING

- A** Choose three family members or friends. Complete the chart.  
Write information about each person.

Name: _____	Name: _____	Name: _____
Relationship: _____	Relationship: _____	Relationship: _____
Occupation: _____	Occupation: _____	Occupation: _____
Lives in: _____	Lives in: _____	Lives in: _____
Other: _____	Other: _____	Other: _____

- B PAIRS** Talk about each person. Use photos if possible.  
*That's my brother. His name is Tony. Tony's wife is a doctor.*

## 3 WRITE

Write about your family. Include names, relationships, jobs, and where they live.  
Use the email on page 22 as a model.

## 4 REVISE YOUR WRITING

- A PAIRS** Read your partner's descriptions of his or her family. Complete the chart.

Did your partner ...?	Yes	No
describe his or her family		
use capitalization correctly		
form the possessive correctly		

- B PAIRS** Can you improve your partner's descriptions? Make suggestions.  
Then revise your writing.

## 5 PROOFREAD

Read your descriptions again. Check your spelling, punctuation, and capitalization.

 I CAN WRITE ABOUT MY FAMILY.

# PUT IT TOGETHER

## 1 MEDIA PROJECT



**A** 02-22 Listen or watch. Complete the chart about Rafael's friends.

	Location	Occupation	Single / Married
Leo			
Tom			
Lisa			
Frida			



**B** Show your own photos.

Step 1 Think about your family or friends. Choose or take photos of 4-6 people you know.

Step 2 Show the photos to the class. Talk about each person. Tell where they live, what they do, and if they are married.

Step 3 Answer questions from the class about your family or friends. Get feedback on your presentation.

## 2 LEARNING STRATEGY

### LEARN RELATED WORDS

Some words are related. You can learn them in pairs. Write pairs of words that go together.

single / married

mother / father

Review the vocabulary words in the unit.

Write a list of words that are related.

## 3 REFLECT AND PLAN

**A** Look back through the unit. Check the things you learned. Highlight the things you need to learn.

#### Speaking objectives

- Identify family members
- Talk about friends and family
- Talk about where people live and work

#### Grammar

- Possessive adjectives
- Questions with who and what
- Negative statements with be
- Yes/no questions with be
- Live, work

#### Vocabulary

- Family relationships
- Relationships
- More family relationships

#### Reading

- Reread

#### Pronunciation

- The voiced *th* sound /ð/
- Linking words together

#### Writing

- Form the possessive

**B** What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



## 3

# WHAT A BEAUTIFUL HOME!

## LEARNING GOALS

In this unit, you

- ⊖ describe your home
- ⊖ describe your neighborhood
- ⊖ talk about things in the home
- ⊖ read and write an ad for an apartment for rent



### GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a home. What do you see?
- C** Now read Dan's message. Why is he in New York City?



DAN LU

@DanL

I'm working in New York City for three weeks and house-sitting for my friend Mike.

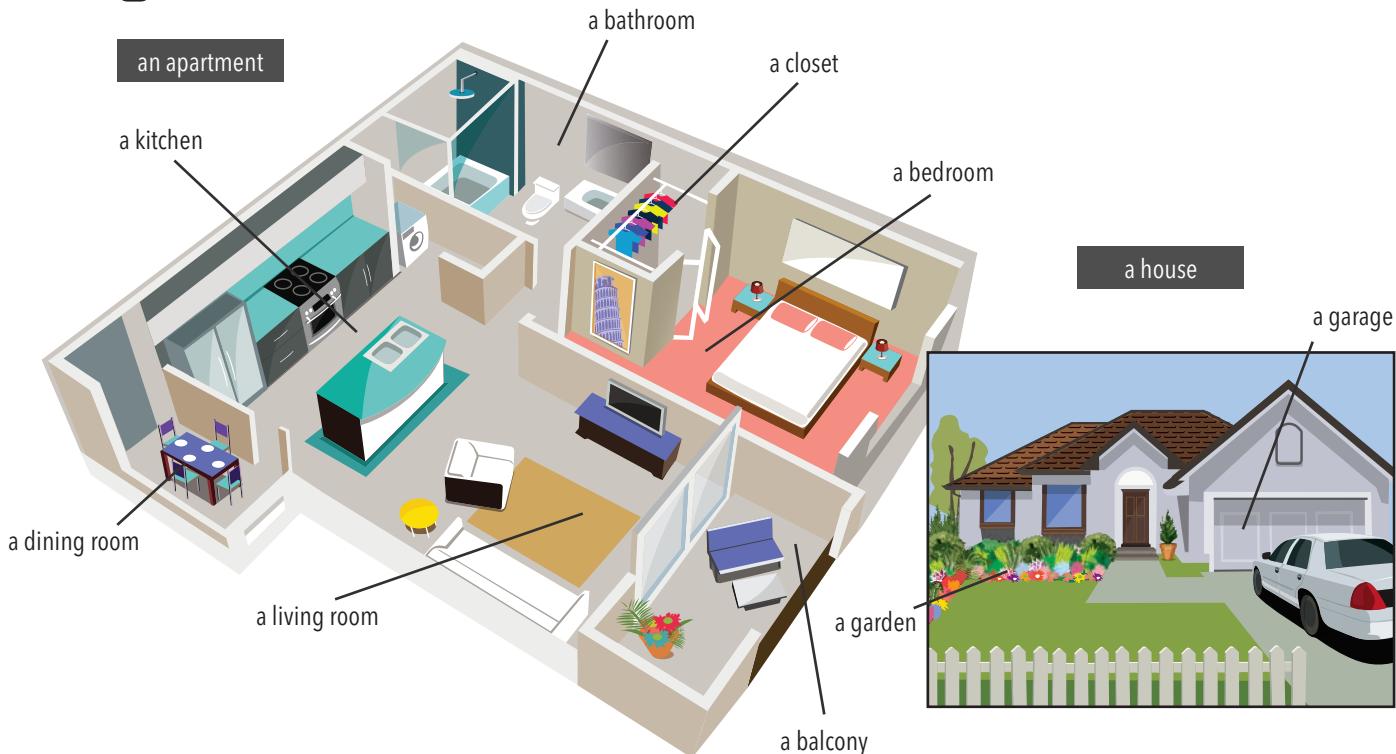
# LESSON 1

# DESCRIBE YOUR HOME



## 1 VOCABULARY Places in the home

**A** 03-01 Listen. Then listen and repeat.



**B** 03-02 Where are the people? Listen and circle the room.

1. a. dining room	b. bathroom	4. a. bathroom	b. living room
2. a. bathroom	b. garage	5. a. kitchen	b. balcony
3. a. kitchen	b. bedroom	6. a. garden	b. closet

**C PAIRS** Talk about your home.

**A:** I live in an apartment. It has a kitchen, a living room, two bedrooms, one bathroom, three closets, and a balcony.

**B:** I live in a house. It has a kitchen, a living room, three bedrooms, two bathrooms, four closets, and a garage.



## 2 GRAMMAR Adjective + noun placement

Subject	Verb	Article	Adjective	Noun	
It	is	a	small nice pretty	apartment. street. garden.	Note: Adjectives do not change for plural nouns: <i>The house has big rooms.</i> NOT <i>The house has bigs rooms.</i>
	has	a	new large	kitchen. living room.	

We use **but** to connect ideas that show contrast:  
*The house has a new kitchen, but it has old bathrooms.*



>> FOR PRACTICE, GO TO PAGE 110



## 3 PRONUNCIATION

COACH

**A** **►03-04** Listen. Notice the short, quiet sound /ə/ in the unstressed syllables. Then listen and repeat.

kitchen   today   apartment   beautiful

**B** **►03-05** Listen. Underline the vowel that has the short, quiet sound /ə/. Then listen and repeat.

1. garage   2. closet   3. parent   4. office   5. balcony   6. tomorrow

**C** **►03-06 PAIRS** Listen. Complete the sentences. Then compare answers.

It's a beautiful \_\_\_\_\_. It has a great kitchen, but no \_\_\_\_\_.  
It has a balcony, but no \_\_\_\_\_.

**D** **PAIRS** Practice saying the sentences.

### The vowel /ə/ in unstressed syllables

The vowel in a stressed syllable is long and clear. Vowels in *unstressed* syllables often have the very short, quiet sound /ə/.

## 4 CONVERSATION



**A** **►03-07** Listen or watch. Write the missing number.

1. Dan is in New York for \_\_\_\_\_ weeks.  
2. The house has \_\_\_\_\_ bedrooms.  
3. It has \_\_\_\_\_ bathrooms.



**B** **►03-08** Listen or watch. Complete the conversation.



Cole: Is the house nice?

Dan: Yes, it is. It has a \_\_\_\_\_ living room.

Cole: Oh yeah?

Dan: Yeah, and a \_\_\_\_\_ dining room, \_\_\_\_\_ the bedroom is small.

Cole: Oh, that's too bad.



**C** **►03-09** Listen and repeat. Then practice with a partner.

**D** **PAIRS** Make new conversations. Use these words or your own ideas.

garden	garage
balcony	bathroom
kitchen	closet

## 5 TRY IT YOURSELF

**A** **MAKE IT PERSONAL** Talk more about your home.

Describe something you like and something you don't like.

**A:** I live in a house. It has a big living room, but it has a small kitchen.

**B:** My apartment has a nice balcony, but it only has one bathroom.

**B** **WALK AROUND** Tell three classmates about your home.

My house has two big bedrooms, but it has a small dining room.



I CAN DESCRIBE MY HOME.

## LESSON 2

## DESCRIBE YOUR NEIGHBORHOOD



## 1 VOCABULARY Places in the neighborhood



DAN LU

@DanL

This is a beautiful neighborhood!

**A** 03-10 Listen. Then listen and repeat.**B** Where do you find these things? Use words from 1A.

1.	2.	3.	4.	5.	6.
<u>a hospital</u>					
7.	8.	9.	10.	11.	12.
_____	_____	_____	_____	_____	_____

**C PAIRS** Which places from 1A are near your home? Make a list. Compare your lists.

## 2 GRAMMAR Prepositions of location; There is / There are

Look at the bank in the picture in 1A.

## Prepositions of location

	Preposition	Noun
It's	across from	the park.
	next to	the library.
	between	the library and the coffee shop.
	around the corner from	the supermarket.
	down the street from	the hospital.
	near	the bus stop.

## There is / There are

There	Be	Noun	
There	is	a park	
	are	stores	near here.

## Notes

- *There is = There's*
- Don't contract *there are*.



&gt;&gt; FOR PRACTICE, GO TO PAGE 111



## 3 PRONUNCIATION

**A** **03-12** Listen. Notice the stress. Then listen and repeat.  
 bus stop shopping center drugstore supermarket

**B** **03-13** Listen. Circle the compound nouns. Then listen and repeat the compound nouns.

1. a coffee shop
2. a great restaurant
3. a big room
4. a living room

5. a gas station
6. a new house

**C PAIRS** Check (✓) the places near your school. Then talk about them.

coffee shop     bus stop     drugstore     gas station     supermarket

There's a bus stop and a gas station near my school.



## 4 CONVERSATION



**A** **03-14** Listen or watch. Circle the correct answer.

1. Tina is happy to be \_\_\_\_\_.  
 a. house-sitting    b. working    c. in the neighborhood
2. Tina likes \_\_\_\_\_.  
 a. libraries    b. big houses    c. parks
3. There are no \_\_\_\_ in the neighborhood.  
 a. supermarkets    b. restaurants    c. parks
4. The bus stop is \_\_\_\_ the house.  
 a. next to    b. across from    c. down the street from



**B** **03-15** Read the Conversation Skill. Listen or watch. Complete the conversation.



Tina: So, I hear you're house-sitting in a big house?

Dan: Yes, it's a great house and it's in a \_\_\_\_\_ neighborhood.

Tina: Yeah? What's it like?

Dan: There's a big park \_\_\_\_\_ the house.

Tina: Sounds great.

Dan: And there's a coffee shop \_\_\_\_\_ the park.

### CONVERSATION SKILL

#### Change the topic

Say So to change the way the conversation is going.

Listen or watch the conversation in 4A. Raise your hand when you hear someone change the topic.

**C** **03-16** Listen and repeat. Then practice with a partner.

**D PAIRS** Make new conversations. Use these words or your own ideas.

shopping center

restaurant

## 5 TRY IT YOURSELF

**A MAKE IT PERSONAL** Talk about your neighborhood.

There's a restaurant near my apartment. There's a pharmacy down the street.

**B WALK AROUND** Talk to five classmates. Tell them about your neighborhood.

I CAN DESCRIBE MY NEIGHBORHOOD.



# LESSON 3

# TALK ABOUT THINGS IN THE HOME



## 1 VOCABULARY Things in the kitchen

**A** 03-17 Listen. Then listen and repeat.



**B** Look at the words. Circle the word that does not belong.

1. stove      refrigerator      **cabinet**      microwave
2. microwave      fork      knife      spoon
3. cup      sink      bowl      glass
4. plate      pan      pot      dishwasher

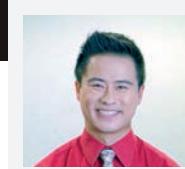
**C PAIRS** Compare answers in 1B. Explain your choices.



## 2 GRAMMAR Questions with *where + be*; Prepositions of placement

Questions with <i>where + be</i>			Answers	Notes
<b>Where</b>	<b>is</b>	the cup?	<b>It's</b> in the sink.	• <i>Where is = Where's</i>
<b>Prepositions of placement</b>				
The spoon is <b>in</b> the bowl.		The spoon is <b>under</b> the bowl.		The spoon is <b>in front of</b> the bowl.
The spoon is <b>on</b> the bowl.		The spoon is <b>over</b> the bowl.		The spoon is <b>behind</b> the bowl.

>> FOR PRACTICE, GO TO PAGE 112



DAN LU

@DanL

I can't find anything in this house!

### 3 VOCABULARY Things in the house

**A**  03-19 Listen. Then listen and repeat.



**B** Write words that go in more than one room.

a chair – a dining room, a living room

**C** PAIRS Compare your answers in 3B.

### 4 LISTENING

**A**  03-20 Listen. Dan calls his friend Mike. Check (✓) all of the items Dan needs.

 _____ the kitchen table	<input type="checkbox"/>	 over the _____ sink	<input checked="" type="checkbox"/>	 _____ the cabinet	<input type="checkbox"/>
 next to the _____	<input type="checkbox"/>	 _____ the oven	<input type="checkbox"/>	 under the _____	<input type="checkbox"/>

**B**  03-20 Read the Listening Skill.

Listen again. Where are the items?

Complete the locations in 4A.

**C** PAIRS Talk about the items in Mike's house.

A: Where are the pans? B: They're in the oven.

#### LISTENING SKILL Listen for key words

When you ask a question, focus on the key words in the answer. For example, if the question is where, listen for locations in the answer.

### 5 TRY IT YOURSELF

**A** **MAKE IT PERSONAL** Choose five items. Ask and answer questions about where you keep your kitchen items.

A: Where are your plates? B: My plates are in the cabinet.

**B** **TAKE A POLL** Choose one item. Ask five classmates: *Where is / are your \_\_\_\_\_?* Share the most common answer with the class.

Three people have a microwave over the stove.

 I CAN TALK ABOUT THINGS IN THE HOME.



# LESSON 4 READ AN AD FOR AN APARTMENT FOR RENT



DAN LU

@DanL

Visiting Chicago for a week.  
Looking for a place to stay.

## 1 BEFORE YOU READ

Read the Reading Skill. Imagine you want to stay in an apartment. You look at ads online for vacation rentals. What questions do you want the ads to answer? Check the boxes.

- How many bedrooms does it have?
- What is the kitchen like?
- What is the neighborhood like?
- How much does it cost?
- Other? \_\_\_\_\_

### READING SKILL Use background information

Before reading a text, think about what you already know about the topic.

## 2 READ

A  03-21 Listen. Read the ad. Does it have the information you want? \_\_\_\_\_

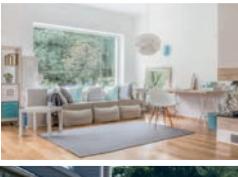
 **Beautiful Downtown Apartment – Chicago, Illinois ★★★★☆** 

Do you need a great place to stay in Chicago? It has one bedroom and one bathroom. The living room is large and sunny with a lot of windows and a balcony. You can see the whole city! It has a small kitchen, but the stove is new.

The apartment is close to stores and restaurants, and there's a bus stop across the street. There's a beautiful park around the corner. Stay here for a great time in Chicago!

**No smoking** **Check-in time: 3 p.m.**  
**No pets** **Check-out time: 11 a.m.**

**15 reviews**





B Match the things on the left with their descriptions on the right.

1. kitchen	a. close to stores
2. living room	b. around the corner
3. stove	c. small
4. apartment	d. new
5. park	e. sunny

## 3 MAKE IT PERSONAL

Find a house-sharing website in the U.S. 

A Would you like to stay in the apartment in the ad? Why or why not?

B PAIRS Compare your answers.

The apartment is small. I need two bedrooms.

I CAN READ AN AD FOR AN APARTMENT FOR RENT.

# LESSON 5

# WRITE AN AD FOR AN APARTMENT FOR RENT

## 1 FOCUS ON WRITING

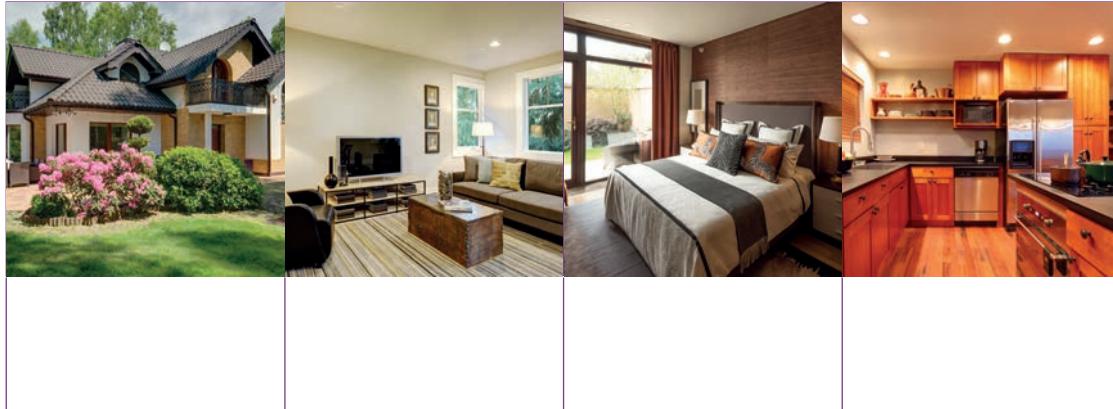
- A** Read the Writing Skill.
- B** Read the ad on page 32 again. Circle the capital letters in the beginning of each sentence.

### WRITING SKILL Complete sentences

A sentence is a complete thought. It has a subject and a verb. Capitalize the first letter of the first word in a sentence.

## 2 PLAN YOUR WRITING

- A** Label the pictures. Write details about the house and the rooms.



- B** PAIRS Talk about the home in the pictures.

The living room has big windows. It has a nice kitchen.

## 3 WRITE

Write an ad for an apartment for rent, using the photos in 2A or your own home. Describe the rooms and tell what the home is like. Use the ad on page 32 as a model.

## 4 REVISE YOUR WRITING

- A** PAIRS Read your partner's ad. Complete the chart.

Did your partner ...?	Yes	No
describe the home		
capitalize the first word in a sentence		
capitalize proper nouns		

- B** PAIRS Can you improve your partner's ad? Make suggestions. Then revise your writing.

## 5 PROOFREAD

Read your ad again. Check your spelling, punctuation, and capitalization.

I CAN WRITE AN AD FOR AN APARTMENT FOR RENT.

# PUT IT TOGETHER

## 1 MEDIA PROJECT



### A 03-22 Listen or watch. Answer the questions.

1. What place does Pilar talk about? \_\_\_\_\_
2. Why does she like it? \_\_\_\_\_
3. What is in it? \_\_\_\_\_

### B Make your own video.

Step 1 Choose a room in your home.

Step 2 Make a 30-second video. Talk about the room.  
Describe what is in it.

Step 3 Share your video. Answer questions  
and get feedback.



shopping center



## 2 LEARNING STRATEGY

### CLAP YOUR HANDS

To practice pronunciation, say a word and clap your hands on the stressed syllable.

Listen to the audio of compound nouns  
in the unit. When you hear the stressed  
syllable, clap your hands.

## 3 REFLECT AND PLAN

### A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

#### Speaking objectives

- Describe my home
- Describe my neighborhood
- Talk about things in the home

#### Vocabulary

- Places in the home
- Places in the neighborhood
- Things in the kitchen
- Things in the house

#### Pronunciation

- The vowel /ə/ in unstressed syllables
- Stress in compound nouns

#### Grammar

- Adjective + noun placement
- Prepositions of location
- There is / There are
- Questions with where + be
- Prepositions of placement

#### Reading

- Use background information

#### Writing

- Complete sentences

### B What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



## 4

## WHERE ARE YOU NOW?

## LEARNING GOALS

In this unit, you

- ⊖ ask about an event
- ⊖ make plans with someone
- ⊖ ask for and give directions
- ⊖ read and write about a plan to meet



## GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a train station. What do you see?
- C** Now read Yusef's message. Why do you think he travels a lot?



YUSEF SAYED

@YusefS

I travel a lot for work. I'm always on a plane or a train!

# LESSON 1

## ASK ABOUT AN EVENT



YUSEF SAYED

@YusefS

I'm back in New York for work.



### 1 VOCABULARY The calendar

A Complete the words for the days of the week.

Sun \_\_\_\_ Mon \_\_\_\_ Tues \_\_\_\_ Wed \_\_\_\_ Th. \_\_\_\_ Fri \_\_\_\_ Sat \_\_\_\_

B 04-01 Listen and check your answers. Then listen and repeat.

C 04-02 04-03 Listen to the ordinal numbers and months on page 132.

D 04-04 Listen to the October dates. Then listen and repeat.

The digital tablet screen shows a calendar for the month of October. The days of the week are listed at the top: Sun, Mon, Tue, Wed, Thu, Fri, Sat. Below is a 5x7 grid of dates. The 17th of October is highlighted in yellow with a callout bubble containing the text: "Write **October 17**. Say October seventeenth".

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

E 04-05 Listen. Write the dates.

1. June 3 \_\_\_\_\_
2. \_\_\_\_\_ 5
3. April \_\_\_\_\_
4. \_\_\_\_\_ 1
5. January \_\_\_\_\_
6. \_\_\_\_\_ 30
7. February \_\_\_\_\_
8. \_\_\_\_\_ 7
9. October \_\_\_\_\_



### 2 GRAMMAR Questions with *when + be*; Prepositions of time

#### Questions with *when + be*

When	is	the party?	It's at eight o'clock.
	are	the tests?	They're in the morning.

Note: In speaking and informal writing, use the contraction *When's*.

#### Prepositions of time

At	In	On	From ... to ...
at night	in 2019	on Sunday	from 8:00 to 9:00 P.M.
at noon	in May	on May 10	from March to April
at 9:30 P.M.	in the morning / afternoon / evening	on Tuesday, May 12	

>> FOR PRACTICE, GO TO PAGE 113





## 3 PRONUNCIATION

**A** 04-07 Listen. Notice that the underlined letters all have the same sound: /ə/. Then listen and repeat.

first Thursday work thirty-first

**B** 04-08 Listen. Circle the word that does not have the sound /ə/. Then listen and repeat the words with the sound /ə/.

1. third fourth nurse thirtieth	3. world birthday turn fork
2. circle thirteenth morning word	4. March learn her girl

**C** 04-09 PAIRS Listen. Then practice saying these sentences.

His girlfriend works as a nurse. Her birthday is March 31st. She turns 30 on Thursday.

### The sound /ə/

We pronounce the sound /ə/ as one sound. This sound has several spellings. The most common spellings for /ə/ are er (*her*), ir (*first*), and ur (*Thursday*).

## 4 CONVERSATION



**A** 04-10 Listen or watch. Circle the correct answer.

1. Dan says to Yusef, \_\_\_\_.  
a. "What's your name?"    b. "Great to see you!"    c. "How are you?"
2. Dan is in New York for \_\_\_\_.  
a. a conference    b. a meeting    c. a new project
3. After New York, Yusef is going to \_\_\_\_.  
a. London    b. San Francisco    c. Paris
4. Yusef is coming back to New York \_\_\_\_.  
a. next week    b. in two weeks    c. in three weeks



**B** 04-11 Listen or watch. Complete the conversation.



Dan: \_\_\_\_\_ the conference?

Yusef: It's \_\_\_\_\_ October 15th to the 17th.

Dan: That's really soon.

Yusef: Yeah, it's from Tuesday to Thursday.

Dan: Oh, that's in two weeks.



**C** 04-12 Listen and repeat. Then practice with a partner.

**D** PAIRS Make new conversations. Use these words.

meeting    Wednesday to Friday    two days

## 5 TRY IT YOURSELF

**A** Imagine that there is a two-day meeting. Write notes.

Sept. 1–3,  
Tues–Th

**B** ROLE PLAY Talk about the dates of the meeting.

A: When is the meeting?

B: It's from September 1st to 3rd, Tuesday to Thursday.

**C** WALK AROUND Continue the role play. Talk to five classmates. Use different events.

I CAN ASK ABOUT AN EVENT.



# LESSON 2

# MAKE PLANS WITH SOMEONE



## 1 VOCABULARY Ways to connect



YUSEF SAYED

@YusefS

It's 12 o'clock, is anyone free for lunch?

**A** 04-13 Listen. Then listen and repeat.



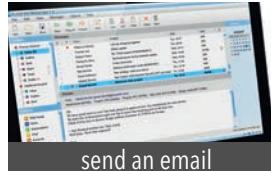
make a call



leave a voicemail message



send a text



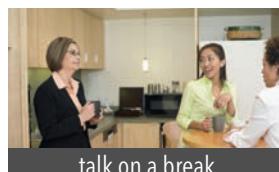
send an email



have a video call



meet for lunch



talk on a break



have a meeting

**B** What's happening? Label the captions. Use words from 1A.

See you at  
the restaurant  
at 12:00.

Hi. This is  
Fumi. Can I  
speak to Taiki?

Everyone sit  
down please.

On my way  
home!

Hi Dan. It's me  
Bob. Please call  
me back at  
768-555-0987.

1. meet for lunch
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**C** PAIRS Talk about the ways to connect in 1A. Tell a partner which ones you do.

I text my friends everyday.

## 2 SPEAKING

**A** 04-14 Listen. Notice how we ask someone to repeat the time.  
Then listen and repeat.

Let's meet at  
4:00.

I'm sorry.  
What time?

4:00 o'clock.

Thanks.

12:00	12:30
twelve o'clock	twelve thirty
12:15	12:45
twelve fifteen	twelve forty-five

**B** 04-15 Listen to people making arrangements.

Write the number of the conversation in the correct column.

	Meeting	Lunch	Voicemail	Call	Video call	Break
conversation #					1	
time					4:15	

**C** 04-15 Listen again and write the time of each meeting in the correct column.



## 3 PRONUNCIATION

**A** 04-16 Listen. Notice the different stress. Then listen and repeat.  
thirty thirteen forty fourteen sixtieth sixteenth

**B** 04-17 Listen. Circle the number you hear. Then listen and repeat.

1. She's 80 / **18**
2. He's 60 / 16 today.
3. It's in room 70 / 17.
4. Is that on 40th / 14th Street?
5. It's at 2:50 / 2:15.
6. It's on June 30 / June 13.

**C PAIRS** Student A, say a number from 3A or 3B. Student B, write the number.

### Stress in numbers

We stress the first syllable of numbers ending in -ty (or ordinal -tieth). We usually stress the last syllable of numbers ending in -teen (or -teenth).

## 4 CONVERSATION



**A** 04-18 Listen or watch. Circle the correct answer.

1. Yusef is leaving on \_\_\_\_\_.  
a. Tuesday      b. Wednesday      c. Thursday
2. Yusef and Dan are going to \_\_\_\_\_.  
a. an office      b. a restaurant      c. a park
3. Yusef leaves because he needs to \_\_\_\_\_.  
a. go to a meeting      b. go to lunch      c. make a call
4. Dan doesn't know \_\_\_\_\_.  
a. Yusef's phone number  
b. the name of the restaurant  
c. the time of the meeting



**B** 04-19 Listen or watch. Complete the conversation.



Dan: Are you free for \_\_\_\_\_ tomorrow?

Yusef: Sure! What time?

Dan: How about \_\_\_\_\_?

Yusef: Oh, I'm sorry. I have a meeting \_\_\_\_\_ to \_\_\_\_\_.

from Dan: How about dinner?

Yusef: Perfect.

**C** 04-20 Listen and repeat. Then practice with a partner.

## 5 TRY IT YOURSELF

**A MAKE IT PERSONAL** You want to arrange a meeting, lunch, or a video call with a co-worker. Take notes.

What?	lunch
What day?	Wednesday
What time?	1:00

**B ROLE PLAY** Imagine you and your partner are co-workers. Arrange a day and time to meet.

**A:** Are you free for \_\_\_\_\_ on \_\_\_\_\_?

**B:** What time?

**A:** How about ... ?

I CAN MAKE PLANS WITH SOMEONE.



# LESSON 3 ASK FOR AND GIVE DIRECTIONS



YUSEF SAYED

@YusefS

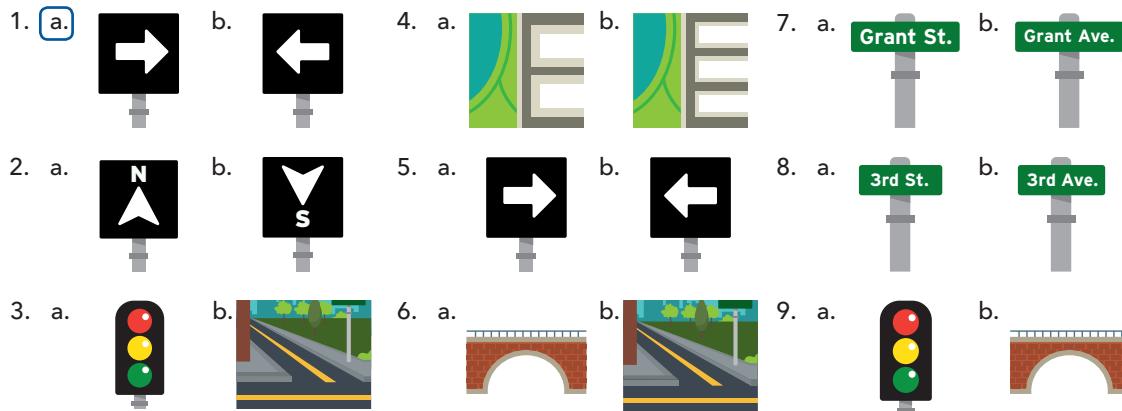
How do I get to Putnam's?



## 1 VOCABULARY Words for getting around town



### B 04-22 Listen to the conversations. Circle the correct answer.



### C PAIRS Talk about places in your neighborhood.

A: There's a bridge on Third Street.

B: There's a bus stop on Oak Avenue. It's on the corner.

#### Places

shopping center  
park  
restaurant  
drugstore  
library  
supermarket  
coffee shop



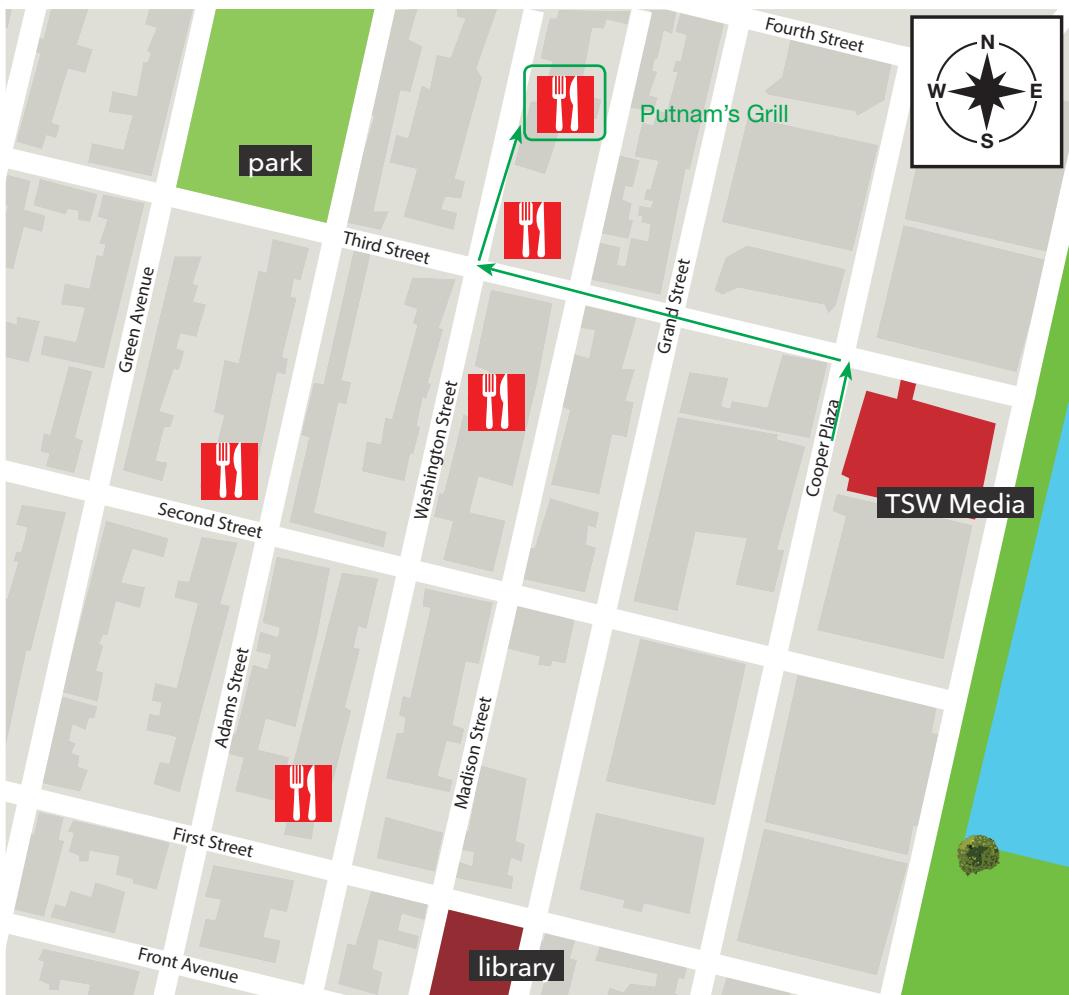
## 2 GRAMMAR The imperative: Affirmative and negative

Affirmative	Negative
Turn right.	turn left.
Walk.	take a cab.
Go north.	go south.
Cross the street.	go straight.

>> FOR PRACTICE, GO TO PAGE 114

### 3 LISTENING

A 04-24 Listen. Why is Dan calling Yusef? \_\_\_\_\_



B 04-24 Read the Listening Skill. Listen again.  
Start at TSW Media. Draw the route on the map.  
Label Putnam's Grill.

C PAIRS Take turns asking for and giving directions to Putnam's Grill. Student A starts at the park. Student B starts at the library.

A: How do I get to Putnam's Grill? B: Walk ...

**LISTENING SKILL**  
**Listen to follow directions**

When listening for directions, focus on the direction words and street names.

### 4 TRY IT YOURSELF

A **MAKE IT PERSONAL** Think of a place near your school. Draw or find a map. Label your school, the streets, and show the direction north. Write directions from your school to the place.

B **PAIRS** Student A, read the directions to the place. Student B, follow the directions on your partner's map. Point to the place. Guess where you are.

Turn left.  
Walk three blocks south.  
Cross the street.

I CAN ASK FOR AND GIVE DIRECTIONS.



# LESSON 4 READ ABOUT A PLAN TO MEET



YUSEF SAYED

@YusefS

I'm in New York this week. I can't wait to see my friend Nick.

## 1 BEFORE YOU READ

Who do you make plans with? What do you do?

## 2 READ

A 04-25 Listen. Read the following emails. What is each email about? \_\_\_\_\_

New email



Yusef Sayed



Hi, Nick.

How are you and Sara? I'm in New York. Let's get together! Are you free for lunch on Saturday or Sunday? How about meeting at City Coffee at 1:30? It's on the corner of 8th Avenue and 13th Street. It's across from the supermarket. Just let me know.

I hope to see you!

Yusef



New email



Nick Johnson



Hi, Yusef.

I'm free on Saturday. Sounds great! I know that place. The food is great, but the coffee is not so good. See you at 1:30.

All the best,  
Nick

B Read the emails again. Write *T* for true and *F* for false.

T 1. Yusef wants to meet for lunch. \_\_\_\_\_

       2. Yusef and Nick are friends. \_\_\_\_\_

       3. Nick can't meet on Saturday. \_\_\_\_\_

       4. Nick needs directions to the coffee shop. \_\_\_\_\_

       5. The coffee shop has great coffee. \_\_\_\_\_

C Read the Reading Skill. Write questions about the emails. Use *what*, *who*, *where*, *how*, and *when*. Then find the answers in the emails.

Who does Yusef want to meet? Nick

---

---

---

---

### READING SKILL

Ask and answer questions

Ask yourself questions about the text. Then answer them to check your understanding.

Find out what year  
email started.



## 3 MAKE IT PERSONAL

A Do you use email to make plans with friends? with family? If not, how do you make plans?

B PAIRS Talk about how you make plans.

I CAN READ ABOUT A PLAN TO MEET.

# LESSON 5

# WRITE ABOUT A PLAN TO MEET

## 1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the emails on page 42 again. Circle the question mark at the end of each question.

## 2 PLAN YOUR WRITING

- A** Choose a friend to make plans with. Imagine what you want to do. Decide where and when to do it. Complete the chart.



- B** **PAIRS** Talk about your plans.

I want to have lunch with ... I want to go to ...

## 3 WRITE

Write to your friend. Invite your friend to meet you someplace. Suggest a day, a time, and a place. Use the email from Yusef on page 42 as a model.

## 4 REVISE YOUR WRITING

- A** **PAIRS** Read your partner's email. Complete the chart.

Did your partner ...?	Yes	No
invite a friend to meet		
suggest a day, time, and place		
use correct punctuation at the end of each sentence		

- B** **PAIRS** Can you improve your partner's email? Make suggestions. Then revise your writing.

## 5 PROOFREAD

Read your email again. Check your spelling, punctuation, and capitalization.

I CAN WRITE ABOUT A PLAN TO MEET.

# PUT IT TOGETHER

## 1 MEDIA PROJECT



### A 04-26 Listen or watch. Answer the questions.

1. How does Lena go to school?  
\_\_\_\_\_  
2. When does she have English classes?  
She has English classes on Monday and Wednesday.  
3. Where does she go after school?  
\_\_\_\_\_

### B Show your own photos.

Step 1 Think about what you do. Take 4-6 photos of the places and how to get there.

Step 2 Show the photos to the class. Tell what you are doing. Describe the places.  
Describe how to get there.

Step 3 Answer questions from the class about your daily activities. Get feedback on your presentation.



## 2 LEARNING STRATEGY

### MAKE TRANSLATION FLASHCARDS

On a card, write a new word or phrase. On the back of the card, write a translation.

Review the grammar in Lesson 3. Make at least five translation flashcards for the imperative.

ir al  
norte

go north

## 3 REFLECT AND PLAN

### A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

**Speaking objectives**

- Ask about an event
- Make plans with someone
- Ask for and give directions

**Grammar**

- Questions with *when + be*
- Prepositions of time
- The imperative:  
Affirmative and negative

**Vocabulary**

- The calendar
- Ways to connect
- Words for getting around town

**Reading**

- Ask and answer questions

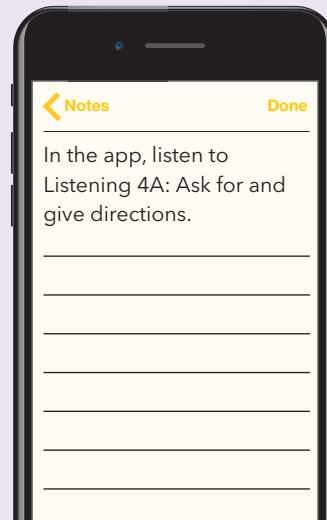
**Pronunciation**

- The sound /ə/
- Stress in numbers

**Writing**

- End of sentence punctuation

### B What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



## 5

# DO I NEED AN UMBRELLA?

## LEARNING GOALS

In this unit, you

- ⊖ ask about prices
- ⊖ talk about the weather
- ⊖ talk about what people wear and carry
- ⊖ read and write messages about weather



## GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What do you see?
- C** Now read Gaby's message. What are her plans?



GABY RAMOS

@GabyR

I'm in New York for two days for a meeting.

# LESSON 1

# ASK ABOUT PRICES



## 1 VOCABULARY Weather items

**A** 05-01 Listen. Then listen and repeat.



an umbrella



a cap



gloves



a scarf



sunglasses



boots



a sweater



a coat



sandals



a raincoat

**B** **TAKE A POLL** How many classmates have the items in 1A?

Four people have umbrellas. One person has a scarf. No one has sandals.

## 2 SPEAKING

**A** 05-02 Listen. Notice how you can ask someone to confirm or repeat information. Then listen and repeat.

How much is this, please?

It's 79 cents.

79 cents?

Yes. That's right.

Thanks.

	Under \$1.00	\$1.00-\$1.99	Over \$2.00
Write	6¢ or \$.06	\$1.06	\$2.06
Say	six cents	a dollar six	two oh-six

**B** 05-03 Listen to people asking for prices. Write the number of the conversation in the correct box.



**C** 05-03 Listen again. Write the prices.

GABY RAMOS

@GabyR

Looks like rain. Where can I get an umbrella?

## 3 CONVERSATION



**A** 05-04 Listen or watch. Circle the correct answer.

1. What does Gaby buy?
  - a. water, gloves, and an umbrella
  - b. water, a cap, and gloves
  - c. gloves, an umbrella, and a scarf
2. What do Gaby and the clerk talk about?
  - a. where things are
  - b. the prices of things
  - c. directions to a place
3. What's the total?
  - a. \$19.99
  - b. \$12.88
  - c. \$20.80
4. What do you think Gaby forgets?
  - a. the bag
  - b. the umbrella
  - c. the water



**B** 05-05 Read the Conversation Skill. Listen or watch. Complete the conversation.



Gaby: Excuse me.

Clerk: Yes?

Gaby: How much is this, please?

Clerk: The **water**? It's \$2.50.

Gaby: Oh! And how much are the **gloves**?

Clerk: They're \$12.99.

### CONVERSATION SKILL

#### Get someone's attention

Say *Excuse me* to get someone's attention in a store or restaurant.

Listen or watch the conversation in 3A. Raise your hand when you hear this expression.

**C** 05-06 Listen and repeat. Then practice with a partner.

**D PAIRS** Make new conversations. Use these words or your own ideas.

**cap**   **boots**

## 4 TRY IT YOURSELF

**A** **ROLE PLAY** Imagine that you are in a store. Student A is a customer. Student B is a clerk. Student A, ask for prices. Use the things around you.

**A:** Excuse me. How much is this pen?

**B:** It's ...

**B** **WALK AROUND** Continue the role play. Talk to five classmates.

1. Choose one thing around you.
2. Ask each classmate: **How much is this?**
3. Take notes.
4. Report back. **\$1.99** is the best price!

Pete — \$1.99

Sue — \$2.50

I CAN ASK ABOUT PRICES.



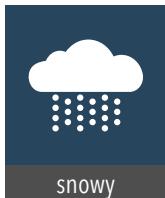
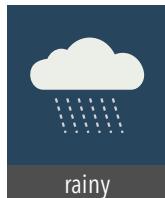
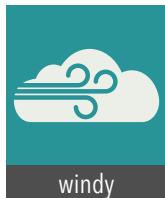
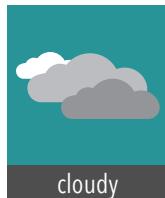
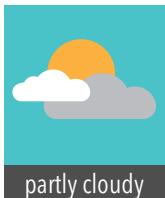
# LESSON 2

# TALK ABOUT THE WEATHER



## 1 VOCABULARY Weather and temperature

**A** 05-07 Listen. Then listen and repeat.



GABY RAMOS

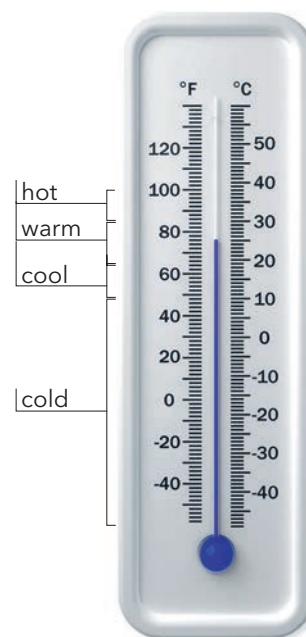
@GabyR

More traveling for work. I need to check the weather.

**B** Look at the thermometer. Write *cold*, *cool*, *warm*, or *hot*.

- It's 90° F or 32° C. It's hot.
- It's 30° F or 1° C. It's \_\_\_\_\_.
- It's 75° F or 24° C. It's \_\_\_\_\_.
- It's 60° F or 16° C. It's \_\_\_\_\_.

**C** 05-08 Listen and check your answers. Then listen and repeat.



## 2 PRONUNCIATION

COACH

**A** 05-09 Listen. Notice the different vowel sounds. Then listen and repeat.

/ou/	/a/
cold snowy	hot
/ʌ/	/aʊ/
come	cloudy

### The letter o

The letter o usually has the sound /ou/ (*no*) or /a/ (*not*), but it can also have the sound /ʌ/ (*come*). The spellings *ow* and *ou* usually have the sound /aʊ/ (*cloudy*), but *ow* can also have the sound /ou/ (*know*).

**B** 05-10 Listen. Notice the vowel sound. Complete the chart in 2A.

Write the words in the correct column. Then listen and check your answers.

snowy brown gloves coat dollar one don't not how home

**C** **PAIRS** Practice the conversation. Then make a new conversation.

Use words from 2A and 2B or your own ideas.

**A:** How's the weather at home?

**B:** It's cold and snowy. You need a coat and gloves.

**A:** Oh. It's hot and cloudy here. You don't need a coat.

### 3 LISTENING

**A** 05-11 Notice how we use *It's* to talk about the weather. Listen and repeat.

It's	sunny and nice.
	partly cloudy and 85°.
	cold and rainy and 45°.

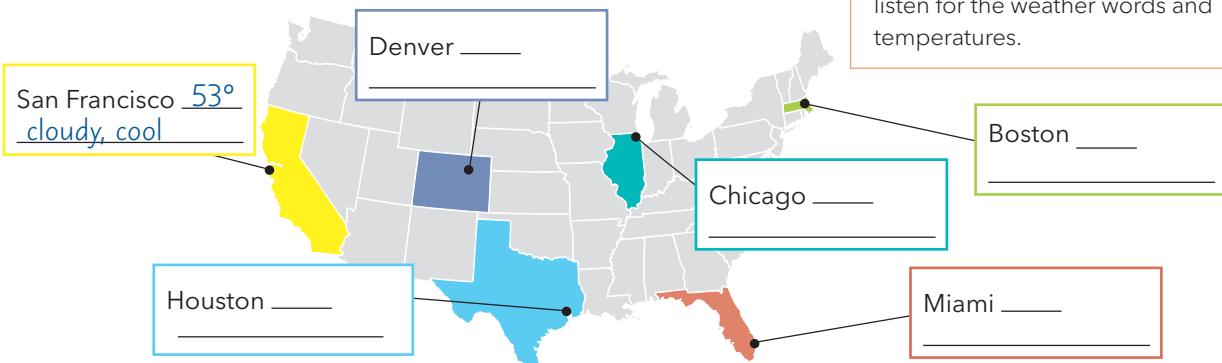
Note: We also say *It's raining* and *It's snowing*.

#### LISTENING SKILL

##### Listen for specific information

You don't need to understand every word. Focus on the information you need. For example, for weather reports, listen for the weather words and temperatures.

**B** 05-12 Read the Listening Skill. Then listen to weather reports in six cities. For each city, write the weather words.



**C** 05-12 Listen again and write the temperatures.

**D PAIRS** Talk about the weather in each city.

### 4 VOCABULARY Seasons

**A** 05-13 Listen. Then listen and repeat.



### TWO SEASONS IN LIMA



**B** How many seasons does your city have? What are they? \_\_\_\_\_

**C PAIRS** When is the best time of year to visit your city? What is the weather like?  
The best time to visit is in the .... It's \_\_\_ and \_\_\_. It isn't \_\_\_. It's about \_\_\_ degrees.

**D WALK AROUND** Tell three classmates your ideas.  
Do you agree?



I CAN TALK ABOUT THE WEATHER.

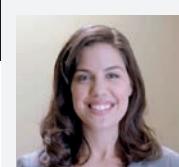
# LESSON 3

# TALK ABOUT WHAT PEOPLE WEAR AND CARRY



## 1 VOCABULARY Things you wear or carry

**A** 05-14 Listen. Then listen and repeat.



GABY RAMOS

@GabyR

I'm meeting a new client for dinner. I think it stopped raining.

Clothes	Shoes	Men	Women	Kids	Home	New	Search
a top glasses a skirt		a backpack shorts a watch	a dress a purse shoes	a shirt a jacket a tie pants	a T-shirt jeans sneakers socks		

**B** Look at the words. Circle the word that does not belong.

1. socks    shoes <b>glasses</b> sneakers	3. shirt    watch    top <b>T-shirt</b>
2. skirt    pants    sweater    tie	4. purse    dress    umbrella <b>backpack</b>

**C PAIRS** Compare answers in 1B. Explain your choices.

**D GROUPS** Answer the questions. Then report to the class.

Who wears jeans? Who wears a watch? Who wears ties?

In our group, five people wear jeans ... One person wears a watch ... No one wears ties ...



## 2 GRAMMAR Regular and irregular plurals

### Regular plurals: Add -s or -es

Singular	Plural
a shirt	shirts
a dress	dresses
a lady	ladies
a scarf	scarves

### Remember

- To form the plural of nouns that end in a consonant + **-y**, change the **y** to **i** and add **-es**.
- To form the plural of nouns that end in **-fe** or **-f**, change **f** and **fe** to **v** and add **-es**.

### Irregular plurals

Singular	Plural
a woman	women
a man	men
a child	children
a person	people

**Note:** Jeans, pants, shorts, and glasses don't have a singular form: *I wear a short shorts in the summer.*

>> FOR PRACTICE, GO TO PAGE 115





### 3 PRONUNCIATION

**A** 05-16 Listen. Notice the pronunciation of the plural -s and -es. Then listen and repeat.

no extra syllable: sock → socks shirt → shirts  
shoe → shoes glove → gloves  
extra syllable /ɪz/: dress → dresses watch → watches

**B** 05-17 Listen. Circle the plurals that have an extra syllable. Then listen and repeat.

1. purses
2. jackets
3. phones
4. prices
5. scarves
6. bridges

**C** PAIRS Student A, say the singular form of a noun in 3A or 3B. Student B, say the plural.

A: jacket      B: jackets

#### Plural nouns

We add an extra syllable /ɪz/ for the plural -s or -es after the sounds /s/, /z/, /ʃ/, /ʒ/, /tʃ/, and /dʒ/ (after the letters -s, -ce, -x, -z, -sh, -ch, -ge).

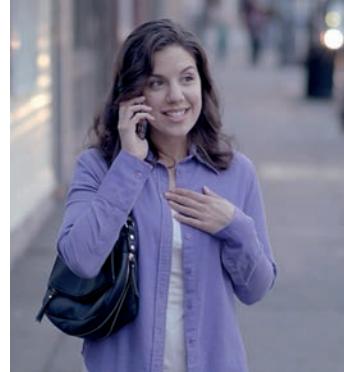
We do not add an extra syllable after other sounds.

### 4 CONVERSATION



**A** 05-18 Listen or watch. Circle the correct answer.

1. Bill and Gaby are meeting at 7:00 at \_\_\_\_\_.  
a. a hotel      b. an office      c. a restaurant
2. Bill and Gaby talk about \_\_\_\_\_.  
a. work      b. clothes      c. jokes
3. What is Gaby's problem?  
a. It's hot.      b. It's raining.      c. It's cold.
4. What does Gaby buy?  
a. a skirt      b. glasses      c. pants
5. What else does Gaby buy?  
a. a purse      b. a jacket      c. a hat



**B** 05-19 Listen or watch. Complete the conversation.



Gaby: I'm wearing \_\_\_\_\_ pants, a \_\_\_\_\_ shirt,  
and a \_\_\_\_\_ jacket.

Bill: And I'm wearing \_\_\_\_\_ pants, a \_\_\_\_\_ shirt,  
and a \_\_\_\_\_ jacket.

**C** 05-20 Listen and repeat. Then practice with a partner.

**D** PAIRS Make new conversations. Use these words or your own ideas.

jeans

cap

sweater

shorts

T-shirt

coat

### 5 TRY IT YOURSELF!

**A** **MAKE IT PERSONAL** Practice the conversation in 4B. Talk about what you are wearing.

**B** PAIRS Student A, describe what someone in your class is wearing. Student B, guess who the person is.

A: This person is wearing jeans, a red sweater, and sneakers.

B: Is it Robert?

I CAN TALK ABOUT WHAT PEOPLE WEAR AND CARRY.



# LESSON 4

# READ MESSAGES ABOUT WEATHER



GABY RAMOS

@GabyR

Traveling to Tokyo, São Paulo, and Lima in March. What clothes do I need?

## 1 BEFORE YOU READ

Do you travel to other cities?

How do you find out about the weather there?

## 2 READ

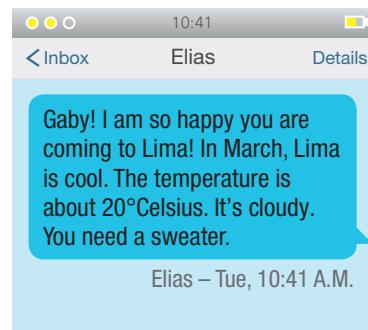
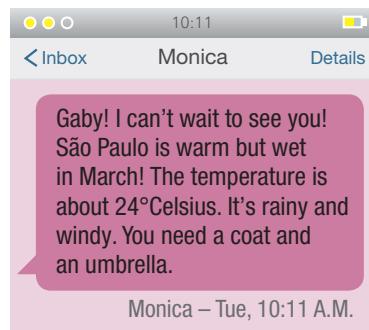
**A** Read the Reading Skill. Then read the questions.

Scan the messages to answer the questions.

1. Which city is cool in March? Lima
2. Which city is about 3°C in March? \_\_\_\_\_
3. Which city is rainy in March? \_\_\_\_\_
4. Which city is snowy in March? \_\_\_\_\_
5. Which city is not windy in March? \_\_\_\_\_

### READING SKILL Scan for details

Sometimes you need to find details or specific information. Read the text quickly. Don't read every word. Look for the details you need.



**B** 05-21 Listen. Read the messages. Write the city names next to what Gaby needs to take there.

Pack for \_\_\_\_\_  
a sweater

Pack for \_\_\_\_\_  
a jacket  
a hat  
gloves  
boots

Pack for \_\_\_\_\_  
a coat  
an umbrella

Find out about the weather in another city.

## 3 MAKE IT PERSONAL

**A** Choose a city you want to visit. Choose a month. List the things you need.

City: \_\_\_\_\_ Month: \_\_\_\_\_

Things I need:

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  
\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

**B** PAIRS Talk about your lists. Do you need the same things?

**A:** You need gloves in Toronto.

**B:** It's not cold in Mexico City. I don't need gloves ...

I CAN READ MESSAGES ABOUT WEATHER.

# LESSON 5

# WRITE A MESSAGE ABOUT WEATHER

## 1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the messages on page 52 again.  
Circle the months of the year.

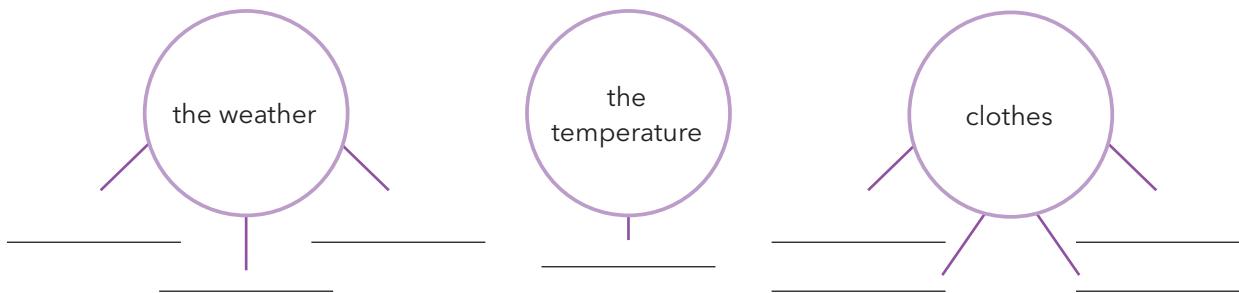
### WRITING SKILL Capitalization

Start months of the year with a capital letter. Don't capitalize the names of seasons. Look at these examples:  
*I like summer. July is my favorite month.*

## 2 PLAN YOUR WRITING

- A** Complete the chart. Write a month and your city. Describe the weather and temperature. Suggest clothes to wear.

Month: \_\_\_\_\_  
City: \_\_\_\_\_



- B PAIRS** Talk about the month you chose. *In June, the weather is ...*

## 3 WRITE

Write a message to someone visiting your city. Describe the weather and temperature. Suggest clothes to match the weather. Use the messages on page 52 as models.

## 4 REVISE YOUR WRITING

- A PAIRS** Read your partner's message. Complete the chart.

Did your partner ...?	Yes	No
describe the weather and temperature		
suggest clothes		
capitalize months of the year		

- B PAIRS** Can you improve your partner's message? Make suggestions. Then revise your writing.

## 5 PROOFREAD

Read your message again. Check your spelling, punctuation, and capitalization.

I CAN WRITE A MESSAGE ABOUT WEATHER.

# PUT IT TOGETHER

## 1 MEDIA PROJECT



### A 05-22 Listen or watch. Answer the questions.

1. What are Martin's favorite clothes?

His favorite clothes are a T-shirt, jeans, sneakers, and a jacket.

2. What color is his jacket?

3. When does he wear his jacket?



### B Make your own video.

Step 1 Choose some of your favorite clothes.

Step 2 Make a 30-second video. Describe the clothes.

Step 3 Share your video. Answer questions and get feedback.

## 2 LEARNING STRATEGY

### MAKE PICTURE FLASHCARDS

On a card, draw a picture of a new word. On the back of the card, write a short sentence using the vocabulary word. Make 3-5 new cards every day. Review the cards twice a week.

Review the weather words in the unit. Make at least five picture flashcards.



It's a cloudy day.

## 3 REFLECT AND PLAN

### A Look back through the unit. Check the things you learned. Highlight the things you need to learn.

#### Speaking objectives

- Ask about prices
- Talk about the weather
- Talk about what people wear and carry

#### Grammar

- Regular and irregular plurals

#### Vocabulary

- Weather items
- Weather and temperature
- Seasons
- Things you wear or carry

#### Reading

- Scan for details

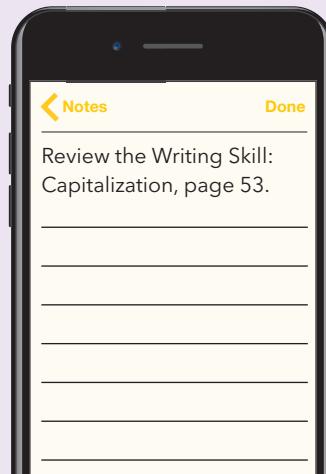
#### Writing

- Capitalization

#### Pronunciation

- The letter o
- Plural nouns

### B What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



# 6

# WHAT DO YOU LIKE TO DO?

## LEARNING GOALS

In this unit, you

- ⊖ talk about music
- ⊖ talk about interests
- ⊖ talk about free-time activities
- ⊖ read and write a member profile



## GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What do you see?
- C** Now read Ester's message. What are her plans?



ESTER SILVA

@EsterS

Today we're having a party at work.  
Then I'm free for the weekend! 😊

# LESSON 1

# TALK ABOUT MUSIC



## 1 VOCABULARY Types of music

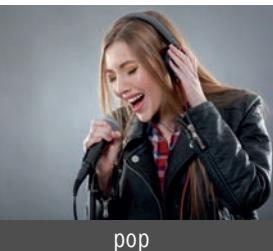
**A** 06-01 Listen. Then listen and repeat.



hip-hop



rock



pop



R&B (Rhythm and Blues)



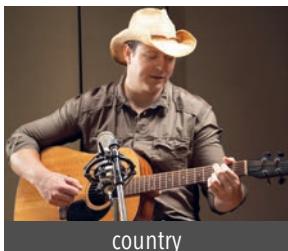
dance music



classical music



jazz



country

**B** Think about artists and groups you know. Add more names to the chart.

Hip-hop	Rock	Pop	R&B
Eminem Drake	U2 Coldplay	Jane Zhang Shakira	Beyoncé Bruno Mars

**C PAIRS** Compare your charts. Work together to add one more artist or group to each type of music. Name an artist for the other types of music in 1A.

**A:** I have Rihanna in R&B.    **B:** Really? I have her in pop.



## 2 GRAMMAR Simple present: Affirmative and negative statements

Affirmative statements		Negative statements					Note: Use contractions in speaking and informal writing. <i>do not = don't</i> <i>does not = doesn't</i>
Subject	Verb	Subject	Do / Does	Not	Verb		
I		I					
You	like	You	do				
We		We		not			
They		They			like		
He		He				rock.	
She	likes	She	does				

>> FOR PRACTICE, GO TO PAGE 116

### 3 CONVERSATION



**A** 06-03 Listen or watch. Check (✓) the correct answers.

	Ester	Gaby	Ester and Gaby
1. Who likes cake?			
2. Who likes pop music?			
3. Who loves music?			
4. Who sings well?			



**B** 06-04 Read the Conversation Skill. Listen or watch. Complete the conversation.



Ester: What kind of music do you listen to?

Gaby: I \_\_\_\_\_ R&B.

Ester: Me, too. I \_\_\_\_\_ R&B!

Gaby: Who's your favorite artist?

Ester: I \_\_\_\_\_ Beyoncé! How about you?

Gaby: I don't know. There are so many.



#### CONVERSATION SKILL Ask someone the same question

Use *How about you?* to ask someone the same question the person asked you.

Listen or watch the conversation in 3B. Raise your hand when the speaker asks the same question.

**C** 06-05 Listen and repeat. Then practice with a partner.

### 4 TRY IT YOURSELF

**A** **MAKE IT PERSONAL** Practice the conversation again. Talk about the music you like and don't like.

**B** **WALK AROUND** Ask four classmates about the music they like and don't like. Write their opinions in the chart.

Name	Likes (type of music + favorite artist or band)	Doesn't like (type of music)

**C** **CLASS** Report to the class.

Kara likes pop. Her favorite band is Exo. She doesn't like jazz.



I CAN TALK ABOUT MUSIC.

# LESSON 2

# TALK ABOUT INTERESTS



## 1 VOCABULARY Interests

**A** 06-06 Listen. Then listen and repeat.

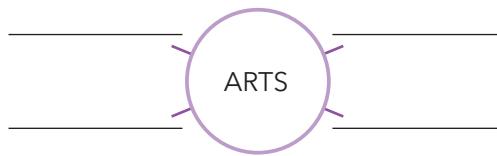


**B** Look at the words in 1A. Write the interests in the correct place.

play basketball



MUSIC



**C** **GROUPS** Student A, act out one of the interests from 1A. Others, guess the interest. Continue.



## 2 GRAMMAR Simple present: Yes/no questions and short answers

Yes/no questions			Short answers					
Do / Does	Subject	Verb	Affirmative			Negative		
Do	you they	cook?	Yes,	I they	do.	No,	I they	don't.
Does	he she			he she	does.		he she	doesn't.



>> FOR PRACTICE, GO TO PAGE 117



# LESSON 3

# TALK ABOUT FREE-TIME ACTIVITIES



## 1 VOCABULARY Free-time activities

**A**

06-13 Listen. Then listen and repeat.



play board games



bike

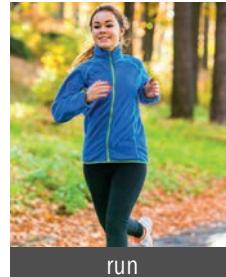
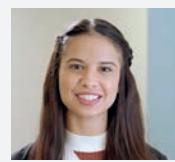


hike

ESTER SILVA

@EsterS

Making new friends at the birthday party.



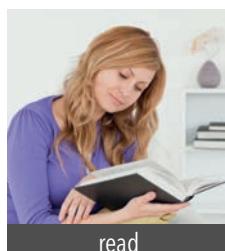
run



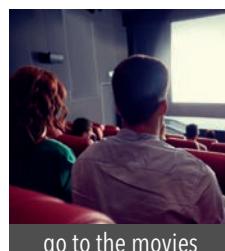
exercise



watch TV



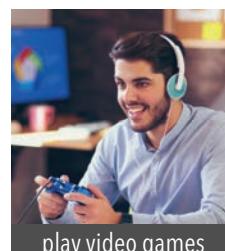
read



go to the movies



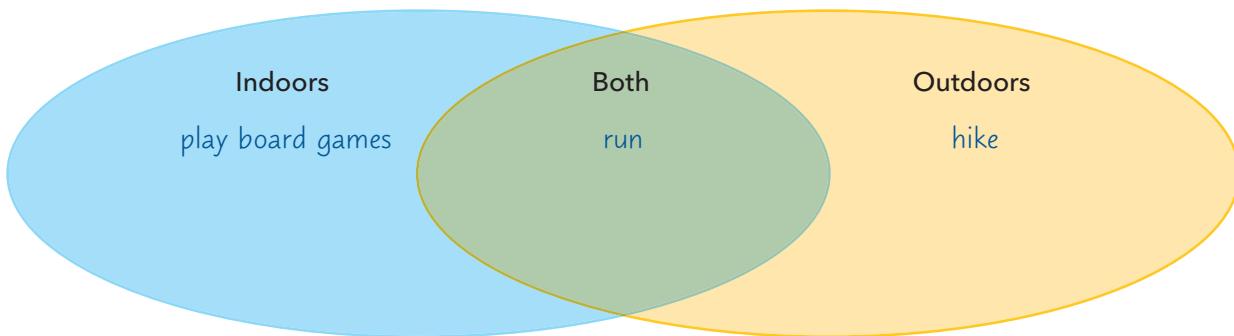
listen to music



play video games

**B**

Write words from 1A in the correct place.



**C**

**PAIRS** Imagine you are spending your free time together. Find two indoor activities and two outdoor activities that you both like. Underline the activities in 1B.

**A:** Do you play board games?

**B:** No, I don't. I play video games.

**A:** OK. Let's do that.



## 2 GRAMMAR Simple present: Wh- questions and answers

### Questions

Wh-word	Do / Does	Subject	
What	do	you	do for fun?
Where	does	he	swim?
When	do	they	watch TV?

### Answers

I go to the movies.
In the city pool.
In the evening.

>> FOR PRACTICE, GO TO PAGE 118





## 3 PRONUNCIATION

**A** 06-15 Listen. Notice the weak pronunciation of *to*, *for*, and *the*. Then listen and repeat.

I like *to* swim. I *read* *for* fun. I like *to* *go* *to* the movies.

**B** 06-16 Listen. Complete the sentences. Use *to*, *for*, and *the*. Then listen and repeat.

1. I love \_\_\_\_\_ dance.
3. I'm free \_\_\_\_\_ lunch.
2. I like \_\_\_\_\_ listen \_\_\_\_\_ jazz.
4. I like \_\_\_\_\_ sing in \_\_\_\_\_ car.

**C** PAIRS Talk about what you do on the weekend.

**A:** What do you do on the weekend? **B:** I go to the gym. I like to exercise.

### Unstressed words

Important words in a sentence are stressed. Words like *to*, *for*, and *the* are usually *unstressed* and have a weak pronunciation. We say them quickly and quietly.



**A** 06-17 Listen or watch. Circle the correct answer.

1. Ester goes dancing every \_\_\_\_\_.  
a. month      b. day      c. weekend
2. Gaby likes to \_\_\_\_ around the city.  
a. run      b. bike      c. hike
3. Ester swims on Tuesday and \_\_\_\_\_.  
a. Wednesday    b. Thursday    c. Friday
4. The swimming pool is \_\_\_\_\_.  
a. closed      b. new      c. open all night



**B** 06-18 Listen or watch. Complete the conversation.



Ester: \_\_\_\_\_ do you do for fun?

Gaby: I like to **hike**.

Ester: \_\_\_\_\_ do you go?

Gaby: The **mountains**. How about you?  
What do you like to do?

Ester: I like to **swim**.



**C** 06-19 Listen and repeat. Then practice with a partner.

**D** PAIRS Make new conversations. Use these words or your own ideas. **run** **park** **read**

## 5 TRY IT YOURSELF

**A** **MAKE IT PERSONAL** What does your partner do for fun? Ask *what*, *where*, and *who* questions.

**A:** What do you do for fun?

**B:** I like to run.

**A:** When do you run?

**B** CLASS Report to the class.



I CAN TALK ABOUT FREE-TIME ACTIVITIES.

# LESSON 4 READ A MEMBER PROFILE



ESTER SILVA

@EsterS

I found an online club.

## 1 BEFORE YOU READ

Imagine you want to join an online group.

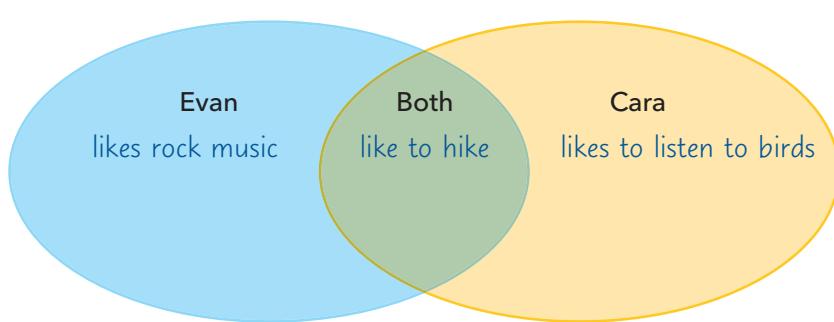
What kind of information does a member profile have?

## 2 READ

A 06-20 Listen. Read the member profiles. What are they for? \_\_\_\_\_

HAPPY HIKERS CLUB		Members profiles	Hiking groups	FAQ	Contact
	<p>Name: Evan Member since: July 12, 2018 Lives: Seattle, WA</p> <p>About me I'm very friendly and I love people. Hiking I hike on the weekends with friends. I hike rain or shine! Work I work at a clothing store. Interests I sing and play the guitar in a rock band. I listen to music all the time. My favorite music is rock, but I like jazz, too.</p> <p>My question for you, "What's your favorite music to listen to when you hike?"</p>		<p>Name: Cara Member since: April 18, 2017 Lives: Portland, OR</p> <p>About me I like to have time alone, but I have a lot of friends, too. Hiking I like to think and listen to the birds. I take lots of pictures on my hikes. Work I'm an art student. Interests I like to read and listen to jazz or classical music. I don't like rock.</p> <p>My question for you, "Where do you like to hike?"</p>		

B Read the Reading Skill. How are Evan and Cara alike? Different?  
Complete the chart with information from their profiles.



### READING SKILL Compare and contrast

Read about two people or things. How are they alike? How are they different? Use a chart. This will help you understand and remember information.

C PAIRS Do you think Evan and Cara would like to hike together? Why or why not?

## 3 MAKE IT PERSONAL

A Think about different kinds of groups. What kind of group do you want to join?

B PAIRS Discuss the groups you want to join. What do you want to see in a member's profile?  
Talk about what you would like to know about the other members.

I want to join a cooking group ...

Find a good place near you to hike.



I CAN READ A MEMBER PROFILE.

# LESSON 5

# WRITE A MEMBER PROFILE

## 1 FOCUS ON WRITING

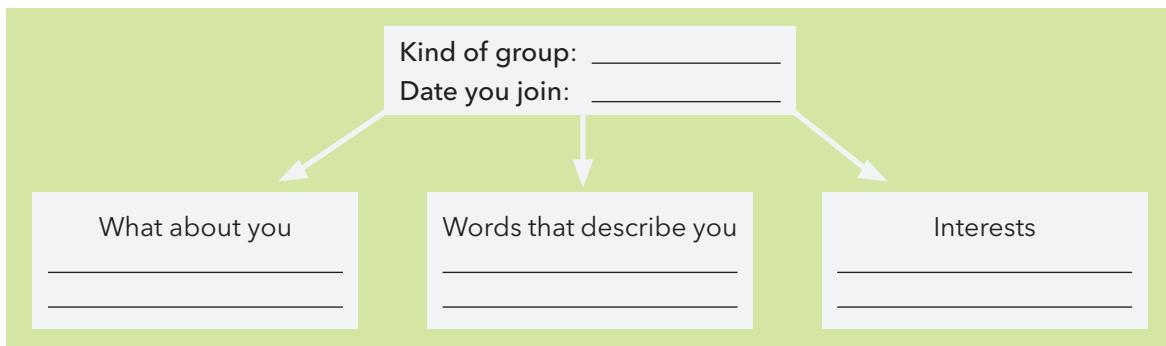
- A** Read the Writing Skill.
- B** Read the member profiles on page 62 again. Circle the dates.

### WRITING SKILL Dates

For dates, we write the month first and then the day and year; for example:  
*January 5, 2018.*

## 2 PLAN YOUR WRITING

- A** Imagine a kind of group to join. Create your member profile. Complete the chart with your ideas.



- B PAIRS** Talk about your profile.  
*I want to join a running club. I run ...*

## 3 WRITE

Write your profile. Include the date you will join. Tell about yourself. Describe what you like and your interests. Use the profiles on page 62 as a model.

## 4 REVISE YOUR WRITING

- A PAIRS** Read your partner's profile. Complete the chart.

Did your partner ...?	Yes	No
write the date correctly		
describe what he or she is like		
include his or her interests		

- B PAIRS** Can you improve your partner's profile? Make suggestions. Then revise your writing.

## 5 PROOFREAD

Read your profile again. Check your spelling, punctuation, and capitalization.

I CAN WRITE A MEMBER PROFILE.

# PUT IT TOGETHER

## 1 MEDIA PROJECT



**A** 06-21 Listen or watch. Answer the questions.

1. When does Lucas take classes?

2. What does Silvia do in her free time?

3. When does she do it?



**B** Make your own video.

Step 1 Think about the people you know. Who does something interesting in his or her free time?

Step 2 Make a 30-second video of the person doing that activity. Tell about it.

Step 3 Share your video. Answer questions and get feedback.

## 2 LEARNING STRATEGY

### USE ACTION

Use actions to remember words. When you study, say the word and do an action. Review the words twice a week.

Review the activity words in the unit. Think of an action for each one. Say the word and do the action. Study three new words each day.



## 3 REFLECT AND PLAN

**A** Look back through the unit. Check the things you learned. Highlight the things you need to learn.

#### Speaking objectives

- Talk about music
- Talk about interests
- Talk about free-time activities

#### Vocabulary

- Types of music
- Interests
- Free-time activities

#### Pronunciation

- Weak pronunciation of *do*
- Unstressed words

#### Grammar

- Simple present: Affirmative and negative statements
- Simple present: Yes/no questions and short answers
- Simple present: *Wh-* questions and answers

#### Reading

- Compare and contrast

#### Writing

- Dates

**B** What will you do to learn the things you highlighted?

For example, use your App, review your Student Book, or do other practice. Make a plan.



## 7

ARE YOU READY  
TO ORDER?

## LEARNING GOALS

In this unit, you

- ⊖ talk about food
- ⊖ order in a restaurant
- ⊖ ask for restaurant items
- ⊖ read and write a restaurant review



## GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a restaurant. What do you see?
- C** Now read Pedro's message. What is he doing?



PEDRO CAMPOS

@PedroC

I'm meeting the New York photographer Lily for lunch today. She knows a great restaurant.

# LESSON 1

# TALK ABOUT FOOD



PEDRO CAMPOS

@PedroC

At Sam's Diner. I hope they have food I like!



## 1 VOCABULARY Food groups

**A** 07-01 Listen. Then listen and repeat.

### FRUIT



a banana



an apple



an orange

### MEAT



beef



pork

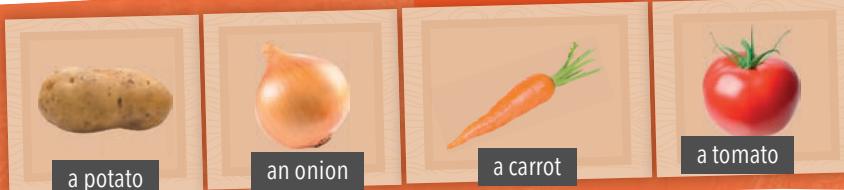
### POULTRY



chicken

turkey

### VEGETABLES



a potato

an onion

a carrot

a tomato

### DAIRY



cheese

milk

butter

### SEAFOOD



fish

shrimp

**B** What is your favorite:  
vegetable? \_\_\_\_\_ fruit? \_\_\_\_\_ meat / poultry / seafood? \_\_\_\_\_

**C PAIRS** Compare answers.

**A:** Oranges are my favorite fruit, but I love apples and bananas, too.

**B:** I like oranges and apples, but I don't like bananas.



## 2 GRAMMAR Count / non-count nouns; Some and any

### Count / non-count nouns

#### Count nouns

= things you can count

one tomato

two onions

five bananas

#### Non-count nouns

= things you cannot count

soup

butter

milk

Note: Non-count nouns take singular verbs.  
*Cheese is my favorite food.*

*The beef isn't good.*

### Some and any

#### Yes/no questions

Do you have

any  
some

milk?  
oranges?

### Statements

**Affirmative** Yes, I have **some** milk.

**Negative** No, I don't have **any** oranges.

Note: We usually use **any** in yes/no questions. We can also use **some** in yes/no questions when we offer or ask for something.

>> FOR PRACTICE, GO TO PAGE 119





## 3 PRONUNCIATION

**A** 07-03 Listen. Notice the different vowel sounds.

Then listen and repeat.

/i/ cheese meat beef turkey

/ɪ/ chicken fish shrimp a little bit

**B** 07-04 Look at each pair of words. Listen and circle the word you hear. Then listen and repeat.

1. eat / it	4. seat / sit
2. he's / his	5. these / this
3. leave / live	

**C** PAIRS Practice the conversation. Use the foods in 3A.

A: Does the dish have \_\_\_ in it?    B: A little bit.    A: Oh. I don't eat \_\_\_.

### The vowels /i/ and /ɪ/

Notice the different vowel sounds in *meat* /i/ and *fish* /ɪ/. The sound /i/ (*meat*) usually has a spelling with e. The sound /ɪ/ (*fish*) usually has a spelling with i.

## 4 CONVERSATION



**A** 07-05 Listen or watch. Check (✓) all correct answers.

Pedro doesn't eat \_\_\_.

<input type="checkbox"/> beef	<input type="checkbox"/> carrots	<input type="checkbox"/> pork	<input type="checkbox"/> milk
<input type="checkbox"/> chicken	<input type="checkbox"/> cheese	<input type="checkbox"/> apples	<input type="checkbox"/> onions



**B** 07-06 Listen or watch. Complete the conversation.



Pedro: Does the **tomato** soup have \_\_\_\_\_ in it?

Server: Yes, it does. There's milk in it. We have **chicken** soup.

Pedro: Oh ... I don't eat meat.

Server: Oh. Well, how about \_\_\_\_\_ soup?

Pedro: Does it have any **onions** in it?

Server: Yes, it does.



**C** 07-07 Listen and repeat. Then practice with a partner.

**D** PAIRS Make new conversations. Use these words or your own ideas.

**carrot** **beef** **tomatoes**

## 5 TRY IT YOURSELF

**A** MAKE IT PERSONAL Plan an interesting dish. Use words in 1A.

Give it a name. What do you need to make the dish?

A: Let's make a chicken dish.

B: OK. We need chicken, an onion ...

**B** CLASS Report to the class. Then vote on the most interesting dish.

Our dish is called "Grandma's Chicken." It has onions, a tomato, ...

I CAN TALK ABOUT FOOD.



# LESSON 2

# ORDER IN A RESTAURANT



PEDRO CAMPOS

@PedroC

Time to order. The servers here are very nice.



## 1 VOCABULARY Food and beverages

**A** 07-08 Listen. Then listen and repeat.

~ FOOD ~			~ BEVERAGES ~		
a hamburger / a burger	a sandwich	pizza	coffee	tea	
salad	French fries	bread	soda		
pasta	rice		juice		

**B** 07-09 Listen to the descriptions. Write the food or beverage from 1A.

1. pizza    3. \_\_\_\_\_    5. \_\_\_\_\_    7. \_\_\_\_\_  
 2. \_\_\_\_\_    4. \_\_\_\_\_    6. \_\_\_\_\_    8. \_\_\_\_\_

**C** **PAIRS** Find one food you both eat a lot of. Find one beverage you both drink a lot of.

**A:** I drink a lot of coffee.

**B:** Me, too!

## 2 SPEAKING

**A** 07-10 Notice how we order in a restaurant. Listen. Then listen and repeat.

Can I take your order?	I'll have the chicken sandwich.	I'd like = I would like	I'll have = I will have
Anything to drink?	Yes, I'd like some coffee, please.	Use the <b>to</b> talk about items on the menu: <i>I'll have the small salad.</i>	

**B** 07-11 Listen. Match the picture with the conversation. Write the number in the correct box.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
				I'll have	

**C** 07-11 Listen again. Write *I'd like* or *I'll have* in the correct box in 2B.



## 3 PRONUNCIATION

**A** 07-12 Listen. Notice the dropped syllable.

Then listen and repeat.

favorite vegetable restaurant

### Dropped syllables

Some words have a vowel that is not usually pronounced. When we don't pronounce the vowel, the word loses, or drops, a syllable.

**B** 07-13 Listen. Draw a line (/) through the vowel letter that is not pronounced. Then listen and repeat.

1. chocolate
2. every
3. different
4. family
5. business

**C** PAIRS Student A, say a word from 3A or 3B. Student B, say how many syllables you hear.

## 4 CONVERSATION



**A** 07-14 Listen or watch. Check (✓) all of the items that Lily orders.

#### Main dishes

- hamburger
- chicken sandwich
- fried fish
- pizza
- garden salad

#### Sides

- French fries
- fruit salad
- tomato soup
- baked potato
- cooked carrots

#### Beverages

- coffee
- hot tea
- iced tea
- soda
- juice



**B** 07-15 Listen or watch. Complete the conversation.



Server: Are you ready to order?

Pedro: Yes, I am. \_\_\_\_\_ the garden salad, please.

Server: And would you like something to drink?

Pedro: \_\_\_\_\_ some tea.

Server: Thank you. And for you?

Lily: \_\_\_\_\_ the hamburger.

**C** 07-15 Listen and repeat. Then practice with two partners.

**D** PAIRS Make new conversations. Use these words or your own ideas.

pizza coffee chicken sandwich

## 5 TRY IT YOURSELF

**ROLE PLAY** Imagine that you are in a restaurant. Student A, you are the server. Student B, you are the customer. Order food from 4A. Student A, write the order. Read it back to check that it is correct.

I CAN ORDER IN A RESTAURANT.



# LESSON 3

## ASK FOR RESTAURANT ITEMS



PEDRO CAMPOS

@PedroC

Lily's right. The food here is good!

### 1 VOCABULARY Restaurant items

**A** 07-17 Listen. Then listen and repeat.



**B** Write words that the sentences describe. Use words from 1A.

1. You put these on meat. salt and pepper
2. You put this in coffee. \_\_\_\_\_
3. You put this on French fries. \_\_\_\_\_
4. You put this in soda. \_\_\_\_\_
5. You use this to order food. \_\_\_\_\_
6. You get this at the end of a meal. \_\_\_\_\_
7. You leave this for the server. \_\_\_\_\_
8. You put this on your lap. \_\_\_\_\_

**C** **GROUPS** One person acts out using a word from 1A. The first person to guess correctly chooses a different word to act out.



### 2 GRAMMAR Can and could for requests; Some and any as indefinite pronouns

#### Can and could for requests

Can / Could	Subject	Verb	
Can	you	bring	some water, please?
Could	I	see	the menu?
	we	have	the check?

#### Answers

Yes, of course.

Sure.

No problem.

**Note:** Could is more polite than can.

#### Some and any as indefinite pronouns

There's cake. Do you want **some**?

I'd like pasta, but they don't have **any**.

**Note:** Use some and any without a noun when it is clear what we are talking about.

>> FOR PRACTICE, GO TO PAGE 120



### 3 CONVERSATION



**A** 07-19 Listen or watch. Check (✓) all correct answers.

1. What does Pedro ask for?

- water with no ice
- a burger
- a salad
- some pepper
- the check

2. What does Lily ask for?

- water with ice
- a napkin
- ketchup
- salt
- a spoon



**B** 07-20 Read the Conversation Skill. Listen or watch. Complete the conversation.

Pedro: Excuse me. \_\_\_\_\_  
some **pepper**, please?

Server: Yes, of course.

Pedro: Also, there's no **ketchup**.  
\_\_\_\_\_, too?

Server: Sure. Anything else?

Pedro: No, I think that's it. Thanks.

#### CONVERSATION SKILL Use polite expressions

When you ask for something, say *Please* and then *Thank you*.

Listen or watch the conversation in 3A. Raise your hand when you hear someone use polite expressions.

**C** 07-21 Listen and repeat. Then practice with a partner.

**D PAIRS** Make new conversations. Use these words or your own ideas.

**salt** **sugar**

### 4 TRY IT YOURSELF

**A ROLE PLAY** Prepare a funny skit.

Student A, you are a new server.

Students B and C, you are customers.

There's nothing on the table.

Customers, ask politely for the things you need.

**B CLASS** Present your skit to the class.



I CAN ASK FOR RESTAURANT ITEMS.



# LESSON 4 READ A RESTAURANT REVIEW



PEDRO CAMPOS

@PedroC

Read my review of Sam's Diner—great food and service.

## 1 BEFORE YOU READ

What kind of restaurant do you like?

What's your favorite lunch?

## 2 READ

A 07:22 Listen. Read the review. How does Pedro feel about Sam's Diner?



**Sam's Diner**  
[restaurant website](#)

map view  
 nearby  
 save

**Pedro Campos** checks in to Sam's Diner

★★★★★ May 12 at 12:30 P.M.

This is a great place to eat. It's in a convenient location on a quiet street and close to the office.

They have a huge menu. There are many kinds of sandwiches, soups, salads, and pastas. They also have about twenty different kinds of pizza. The pizzas come with lots of toppings like onions, chicken, and olives. My favorite is pizza with salad on top! The service is excellent. The servers are really friendly.



B Read the Reading Skill. Match the words with the meanings.

<u>c</u> 1. convenient	a. a place
____ 2. location	b. the help people give
____ 3. huge	c. near or easy to get to
____ 4. topping	d. very large
____ 5. service	e. something you put on top of food

**READING SKILL** Context clues

To guess the meaning of an unfamiliar word, look at other words in the text around it.

C Read the review again. Choose the best answer.

1. Sam's Diner is \_\_\_\_.  
a. far from the office   **b.** near the office   c. next to a park
2. Pedro likes a \_\_\_\_ place to eat.  
a. noisy                  b. quiet                  c. interesting
3. Pedro's favorite pizza has \_\_\_\_ on it.  
a. olives                  b. onions                  c. salad
4. The service at Sam's Diner is \_\_\_\_.  
a. very good            b. very bad            c. just OK

## 3 MAKE IT PERSONAL

Find out about the history of pizza.

A Describe a restaurant you really like.

B PAIRS Discuss what you like about your favorite restaurant.

I CAN READ A RESTAURANT REVIEW.

# LESSON 5

# WRITE A RESTAURANT REVIEW

## 1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the review on page 72 again.  
Circle the commas in the lists.

### WRITING SKILL Commas in a list

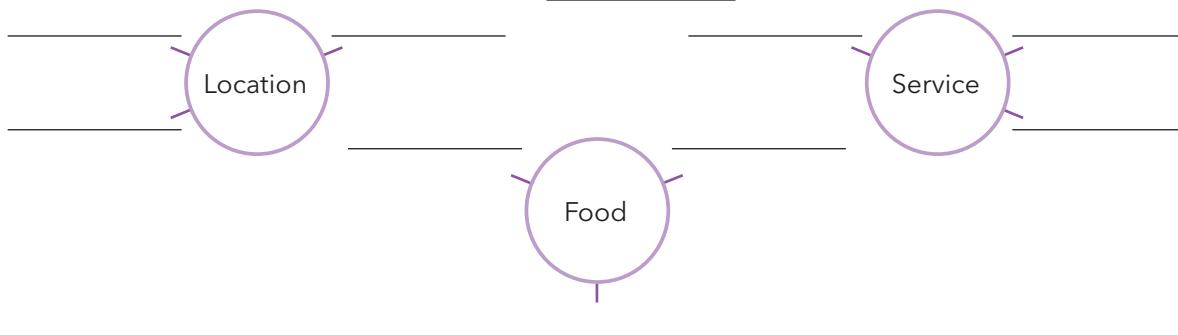
A list contains three things (or more). We use commas to separate things in a list. Look at this example:

*My favorite foods are pasta, pizza, and hamburgers.*

## 2 PLAN YOUR WRITING

- A** Think about a restaurant you like. Write the name. Then complete the chart. Describe the location, food, and service. Complete the word webs.

Name: \_\_\_\_\_



- B** PAIRS Talk about the restaurant.  
The restaurant is ... They have ...

## 3 WRITE

Write a restaurant review. Talk about the location, food, and service. Use the review on page 72 as a model.

## 4 REVISE YOUR WRITING

- A** PAIRS Read your partner's review. Complete the chart.

Did your partner ...?	Yes	No
describe the location		
describe the food and service		
use commas in a list		

- B** PAIRS Can you improve your partner's restaurant review? Make suggestions. Then revise your writing.

## 5 PROOFREAD

Read your review again. Check your spelling, punctuation, and capitalization.

I CAN WRITE A RESTAURANT REVIEW.

# PUT IT TOGETHER

## 1 MEDIA PROJECT



**A** 07-23 Listen or watch. Answer the questions.

1. What is Ji-Ho's favorite food?  
\_\_\_\_\_

2. Why does he like the restaurant?  
\_\_\_\_\_

3. What is his favorite dish?  
\_\_\_\_\_

**B** Make your own video.

Step 1 Choose a favorite restaurant or meal.

Step 2 Make a 30-second video. Talk about the meal. Describe what you eat and drink.  
Explain why you like it.

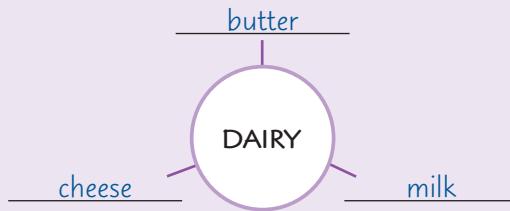
Step 3 Share your video. Answer questions and get feedback.



## 2 LEARNING STRATEGY

### MAKE WORD WEBS

Word webs show how words are related. Put the main idea word in the center of a circle. Write related words around it.



Look at the food and restaurant vocabulary.

Make at least three word webs.

## 3 REFLECT AND PLAN

**A** Look back through the unit. Check the things you learned. Highlight the things you need to learn.

#### Speaking objectives

- Talk about food
- Order in a restaurant
- Ask for restaurant items

#### Vocabulary

- Food groups
- Food and beverages
- Restaurant items

#### Pronunciation

- The vowels /i/ and /ɪ/
- Dropped syllables

#### Grammar

- Count/non-count nouns
- Some and any
- Can/could for requests
- Some and any as indefinite pronouns

#### Reading

- Context clues

#### Writing

- Commas in a list

**B** What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



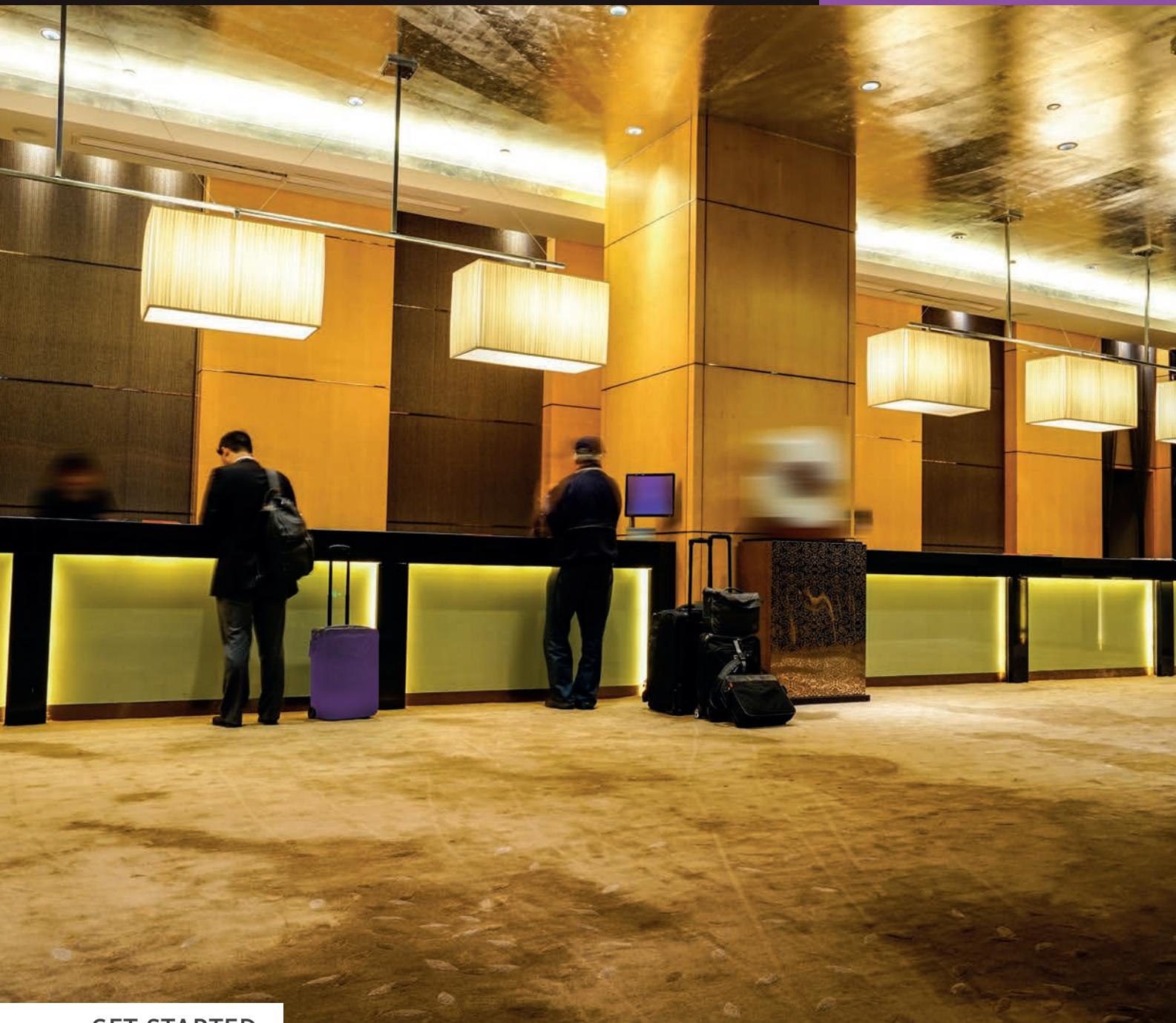
# 8

# DO YOU HAVE A RESERVATION?

## LEARNING GOALS

In this unit, you

- ⊖ ask for personal care items
- ⊖ give directions in a building
- ⊖ talk about where places are located
- ⊖ read and write about a hotel



## GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a hotel. What do you see?
- C** Now read Yusef's message. Where is he?



**YUSEF SAYED**

@YusefS

Finally at the hotel. I'm in San Francisco for a conference.

# LESSON 1

# ASK FOR PERSONAL CARE ITEMS



YUSEF SAYED

@YusefS

Bad luck—the airline lost my bag. 😞



## 1 VOCABULARY Personal care items

**A** 08-01 Listen. Then listen and repeat.



body lotion



a toothbrush



shampoo



soap



conditioner



toothpaste



a comb



a brush



tissues



shaving cream



a razor



deodorant

**B** Look at the words in 1A. Write the items in the chart.

Hair	Skin	Teeth	Shaving	Other
shampoo				

**C** PAIRS Compare answers.



## 2 GRAMMAR There is / There are

### Statements

#### Affirmative

There	Be	Subject	
There	's	some toothpaste	in the room.
	is	a toothbrush	
	are	toothbrushes	

#### Negative

There	Be + not	Subject
There	is not	any toothpaste.
	isn't	a toothbrush.
	are not	any toothbrushes.
	aren't	

Remember: Non-count nouns take singular verbs: *There is soap. There isn't any sunscreen.*

### Yes/no questions

Be	There	Subject
Is	there	(any) toothpaste?
Are		(any) toothbrushes?

### Short answers

Affirmative	Negative
Yes, there is.	No, there isn't.
Yes, there are.	No, there aren't.



>> FOR PRACTICE, GO TO PAGE 121



## 3 PRONUNCIATION

**A** 08-03 Listen. Notice that the underlined letters have the sound /ʃ/. Then listen and repeat.

shampoo shaving cream chonditioner lotion

**B** 08-04 Listen. Circle the word that does *not* have the sound /ʃ/. Then listen and repeat the words with the /ʃ/ sound.

1. toothbrush th English check chef
3. musician delicious center social
2. sure shower sugar sunscreen
4. scientist directions reservation pronunciation

**C PAIRS** Say these sentences. Write one more sentence using words from 3A and 3B.

There's shampoo and conditioner in the shower.

I'm sure I have a toothbrush and shaving cream.

### The sound /ʃ/

The sound /ʃ/ is usually spelled *sh*, but it has a few other common spellings (for example, *ti* and *ci*).

## 4 CONVERSATION



**A** 08-05 Listen or watch. Circle the correct answer.

1. Yusef is staying at the hotel for *two* / *three* / *four* nights.
2. He doesn't have *his room key* / *a reservation* / *his bag*.
3. He asks for *a razor* / *a brush* / *tissues*.
4. Yusef walks away because *he has everything* / *the clerk is busy* / *he is late*.



**B** 08-06 Listen or watch. Complete the conversation.



Yusef: I don't have a toothbrush or toothpaste.

Clerk: \_\_\_\_\_ toothpaste in the back.

Yusef: \_\_\_\_\_ combs back there?

Clerk: I'm sure there are. Let me check.

Yusef: Thank you.

Clerk: Here you go! I think we have everything you need.

And of course \_\_\_\_\_ shampoo in the room.



**C** 08-07 Listen and repeat. Then practice with a partner.

**D PAIRS** Make a new conversation. Use these words or your own ideas.

shaving cream razors soap

## 5 TRY IT YOURSELF

**A MAKE IT PERSONAL** Look at the personal care items in 1A. Make one list of six items you need and one list of six items you don't need. Don't show your lists to your partner.

**B ROLE PLAY** Imagine you are in the same family. Student A, you are going to the drugstore. Ask Student B which items to buy.

A: Is there any shampoo?

B: No, there isn't. We need shampoo.

I CAN ASK FOR PERSONAL CARE ITEMS.



# LESSON 2

# GIVE DIRECTIONS IN A BUILDING



YUSEF SAYED

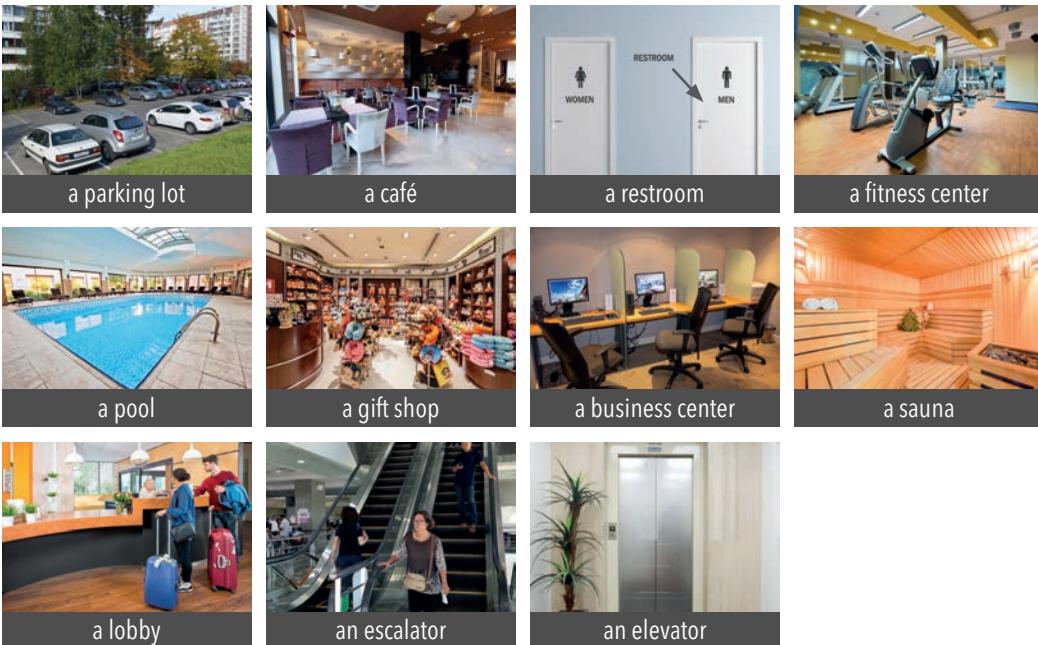
@YusefS

This hotel is so big!  
I can't find anything.



## 1 VOCABULARY Places in a hotel

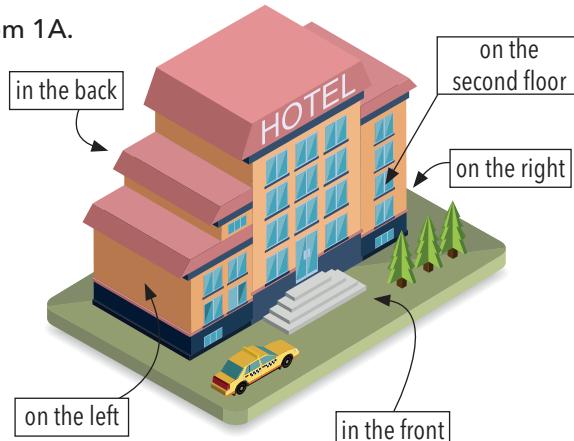
**A** 08-08 Listen. Then listen and repeat.



**B** Write the place next to the activity. Use words from 1A.

- eat lunch a café
- go swimming \_\_\_\_\_
- buy a T-shirt \_\_\_\_\_
- leave your car \_\_\_\_\_
- use the internet \_\_\_\_\_
- exercise \_\_\_\_\_
- go up to your room \_\_\_\_\_ / \_\_\_\_\_

**C PAIRS** Compare your answers.



## 2 GRAMMAR Like, want, need + infinitives

Affirmative statements			Negative statements				Notes
Subject	Verb	Infinitive	Subject	Do not	Verb	Infinitive	
I	like	to travel.	I	do not	like	to travel.	• Infinitive = to + base form of the verb.
You	want		You		want		• Use contractions in speaking and informal writing.
We	need		We	does not	need		
They			They				
He	likes		He	like			
She	wants		She	want			
	needs			need			

>> FOR PRACTICE, GO TO PAGE 122





### 3 PRONUNCIATION

**A** 08-10 Listen. Notice the main stress. Then listen and repeat.  
Where's the fitness center? Take the elevator. It's on the left.

**B** 08-11 Listen. Underline the word that has the main stress. Then listen and repeat.

1. A: How can I help you?  
B: Where's the sauna?  
A: It's next to the pool.
2. A: Where's the gift shop?  
B: It's right over there.  
A: Right, I see it.

**C** PAIRS Practice the conversations in 3B.

#### Main stress

We stress the important words in a sentence. One word has the main (strongest) stress. The main stress is often on the last important word.



### 4 CONVERSATION



**A** 08-12 Listen or watch. Circle the correct answer.

1. Yusef thanks the clerk for his *help / time / call*.
2. Yusef wants to *eat / sleep / watch TV*.
3. The business center is next to the *pool / café / gift shop*.
4. The elevators are *on the right / on the left / in front* of Yusef.



**B** 08-13 Read the Conversation Skill. Listen or watch. Complete the conversation.



Yusef: Where is the **café**?

Clerk: It's \_\_\_\_\_.

Yusef: I see. Do you have a **fitness center**?

I \_\_\_\_\_ before dinner, tonight.

Clerk: Yes, we do. It's on the top floor.

Yusef: Thanks. And I \_\_\_\_\_ something.  
Where's the business center?

Clerk: It's over there, **on the right**.

#### CONVERSATION SKILL

##### Show understanding

To show that you understand what someone is saying, say:

- I see.
- Uh-huh.
- Right.

Listen or watch the conversation in 4A. Raise your hand when the speaker shows understanding.

**C** 08-14 Listen and repeat. Then practice with a partner.

**D** PAIRS Make a new conversation. Use these words or your own ideas.

**gift shop**

**pool**

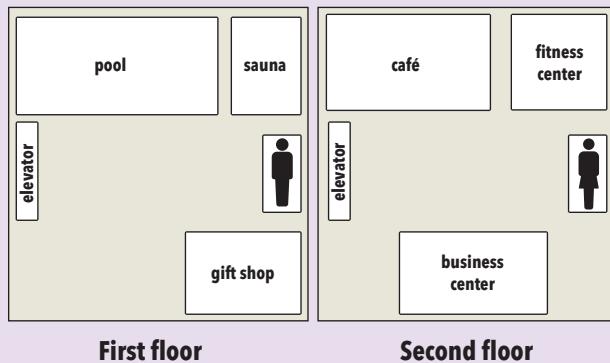
**on the left**

### 5 TRY IT YOURSELF

**ROLE PLAY** Look at the floor plans. Ask for and give directions.

**A:** Excuse me. Is there a business center here? I want to use a computer.

**B:** Yes, there is. Take the elevator to the second floor. The business center is on the right.



I CAN GIVE DIRECTIONS IN A BUILDING.



# LESSON 3

# TALK ABOUT WHERE PLACES ARE LOCATED



YUSEF SAYED

@YusefS

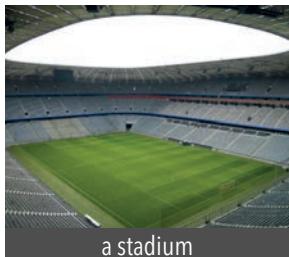
I have the afternoon free.  
Time to see San Francisco!



## 1 VOCABULARY Places in a city

**A**

08-15 Listen. Then listen and repeat.



a stadium



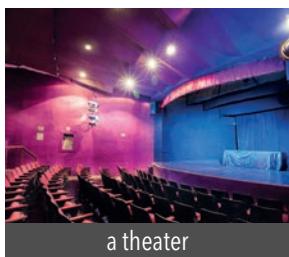
an art gallery



a subway station



a museum



a theater



an ATM / a bank



a convenience store



a post office



a department store



an airport



a hair salon



a club

**B**

Look at the words in 1A. Complete the chart.

Transportation	Shopping	Entertainment / Culture	Services
a subway station			

**C**

PAIRS Compare answers.



## 2 GRAMMAR Prepositions of place: At, on, in

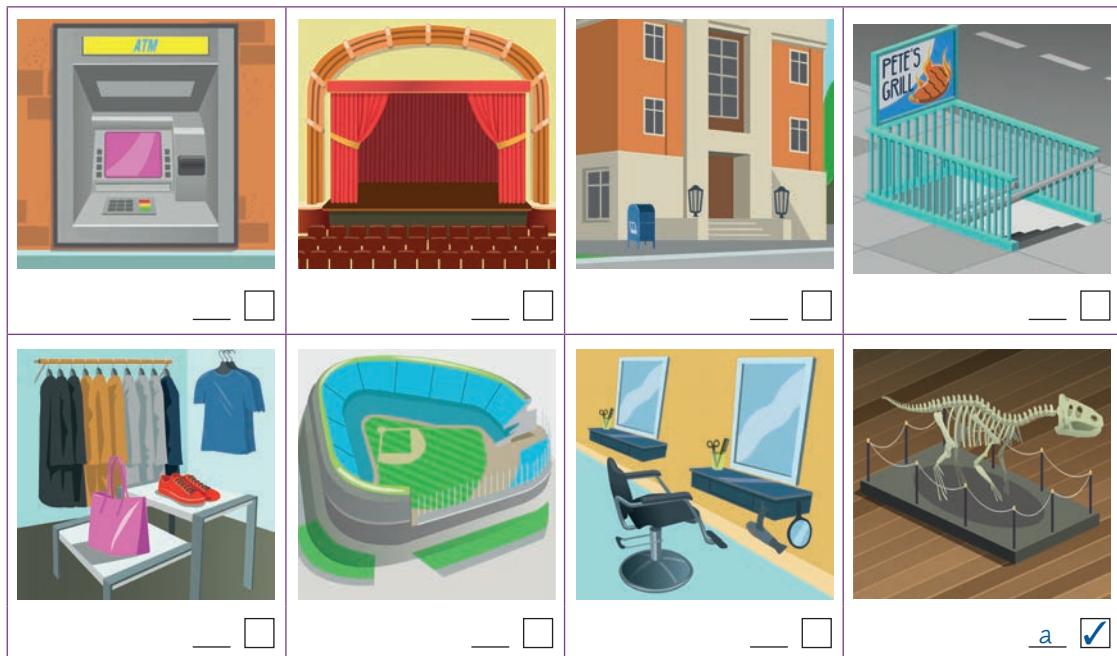
At	On	In
at work	on the street	in Japan
at home	on the corner	in New York
at school	on Main Street	in the park
at the library	on the left	in the neighborhood
at a bus stop	on the right	in the front
at 10 Main Street	on the second floor	in the back

>> FOR PRACTICE, GO TO PAGE 123



### 3 LISTENING

**A**  08-17 Listen. Yusef is using his phone to find locations. Check (✓) the places he wants to go.



**B**  08-17 Read the Listening Skill. Read the locations.

Then listen again and write the letter under the place in 3A.

- a. in Golden Gate Park
- b. on Second Street
- c. on Market Street
- d. on the corner
- e. at 6911 O'Farrell Street
- f. at 6911 Fell Street

#### LISTENING SKILL Listen for location words

When you ask for a location, focus on the key words in the answer. For example, listen carefully for address numbers and street names.

**C PAIRS** Talk about the location of the places in 3A.

**A:** Where is the museum?

**B:** It's in Golden Gate Park.

### 4 TRY IT YOURSELF

**A MAKE IT PERSONAL** Make a list of 5-10 places that are nearby or famous in your city.

**B ROLE PLAY** Imagine that you are a visitor to your city. Take turns. Ask where the places on your list are.

**A:** Where is the Modern Art Museum?

**B:** It's on Grant Street.



 I CAN TALK ABOUT WHERE PLACES ARE LOCATED.

# LESSON 4 READ ABOUT A HOTEL



YUSEF SAYED

@YusefS

Anyone need a great hotel in San Francisco? Try the Grand.

## 1 BEFORE YOU READ

Imagine you need to choose a hotel for a business conference. What things are important to you?

## 2 READ

A 08-18 Listen. Read the email. Why is Yusef writing to Gina?

Yusef Sayed

Hi, Gina,

I have an idea for our conference in September in San Francisco. I think the Grand Hotel is perfect! The hotel is in a convenient location. It's at 2345 Golden Gate Ave. There's a subway stop a block away and a bus stop. There are a lot of shops and restaurants nearby. The San Francisco Museum of Modern Art is on Second St., a few blocks from there, too.

The hotel has free parking. It has a business center and three large meeting rooms. There's a pool, a sauna, and a really good fitness center. There's a gift shop and a nice café on the first floor.

Let me know if you want more information!

Yusef



B Read the Reading Skill. Then read the email again. Take notes about the Grand Hotel.

Hotel location and places nearby	What the hotel has
convenient location	free parking

### READING SKILL Take notes

As you read, write a few words about important details. Don't write complete sentences.

## 3 MAKE IT PERSONAL

A Do you like the Grand Hotel? Why or why not?

B PAIRS Compare your answers in 3A. Do you want the same things in a hotel?

Look for hotels in San Francisco. Find one that is good for a vacation.

I CAN READ ABOUT A HOTEL.

# LESSON 5

# WRITE ABOUT A HOTEL

## 1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the email on page 82 again.  
Circle the abbreviations for *Street* and *Avenue*.

### WRITING SKILL Abbreviations

When writing an address, you can abbreviate words in the street name. For example, abbreviate the word *Road* like this:  
*234 River Rd.*

## 2 PLAN YOUR WRITING

- A** Think about a hotel. Complete the chart with information about the hotel.

Name of hotel:	
Address:	
Places and services in the hotel	Places and services around the hotel

- B** **PAIRS** Talk about the hotel. Describe where it is and the services it has.  
*This hotel has ...*   *Nearby there is ...*

## 3 WRITE

Write an email about a hotel you know. Tell where it is. Describe its places and services. Describe what's in the neighborhood. Use the email on page 82 as a model.

## 4 REVISE YOUR WRITING

- A** **PAIRS** Read your partner's email. Complete the chart.

Did your partner ...?	Yes	No
use abbreviations in addresses		
describe the places and services in the hotel		
describe the neighborhood		

- B** **PAIRS** Can you improve your partner's email? Make suggestions. Then revise your writing.

## 5 PROOFREAD

Read your email again. Check your spelling, punctuation, and capitalization.

I CAN WRITE ABOUT A HOTEL.

# PUT IT TOGETHER

## 1 MEDIA PROJECT



**A** 08-19 Listen or watch. Answer the questions.

1. What are Ahmet's favorite places?  
\_\_\_\_\_  
\_\_\_\_\_

2. Where does he meet his friends?  
\_\_\_\_\_

**B** Show your own photos.

Step 1 Think about your neighborhood or a neighborhood near your school.

Take 4–6 photos of some of the places.

Step 2 Show the photos to the class. Talk about the neighborhood.

Step 3 Answer questions from the class about the neighborhood.

Get feedback on your presentation.



## 2 LEARNING STRATEGY

### PRACTICE THE PRONUNCIATION

Identify sounds that you find difficult. Look for ways to practice the pronunciations. Use online recordings to listen and repeat.

Review the vocabulary in the unit. Which words are difficult to pronounce? Listen to those words in your app. Listen and repeat.

toothpaste



## 3 REFLECT AND PLAN

**A** Look back through the unit. Check the things you learned. Highlight the things you need to learn.

#### Speaking objectives

- Ask for personal care items
- Give directions in a building
- Talk about where places are located

#### Grammar

- There is / There are
- Like, want, need + infinitives
- Prepositions of place: At, on, in

#### Vocabulary

- Personal care items
- Places in a hotel
- Places in a city

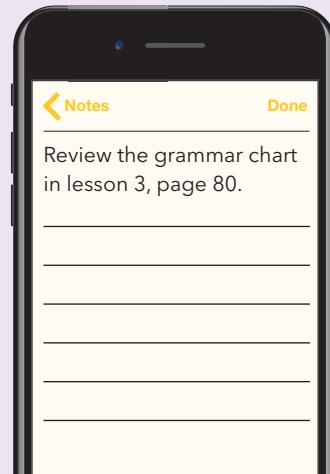
#### Reading

- Take notes

#### Pronunciation

- The sound /ʃ/
- Main stress

**B** What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



## 9

## IS EVERYTHING OK?

## LEARNING GOALS

In this unit, you

- ⊖ describe things people own
- ⊖ talk about what you're doing
- ⊖ talk about daily activities
- ⊖ read and write about computer problems



## GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of an office. What do you see?
- C** Now read Dan's message. What kind of day is it?



DAN LU

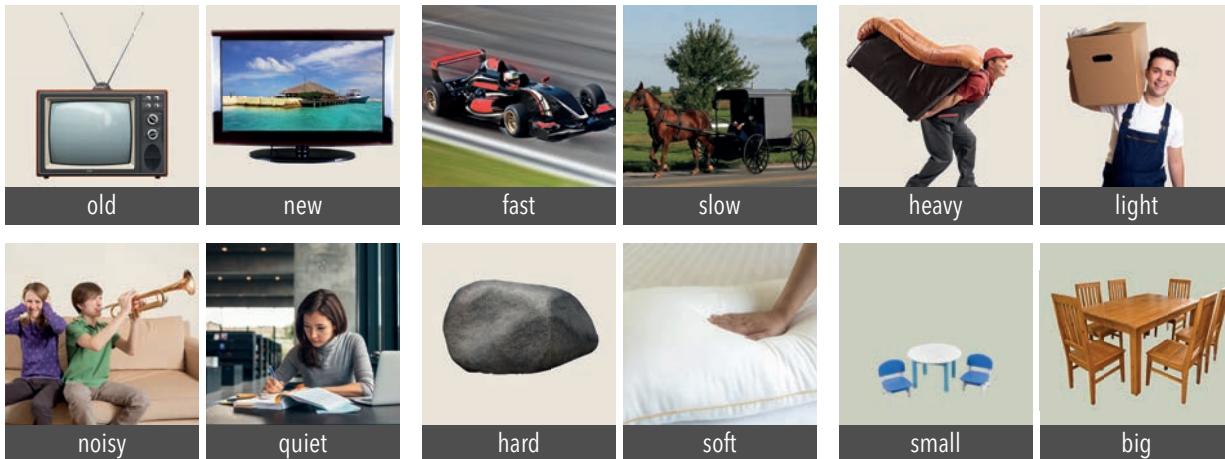
@DanL

Back in NYC for a few days. Not a good start to the day; I'm already late.

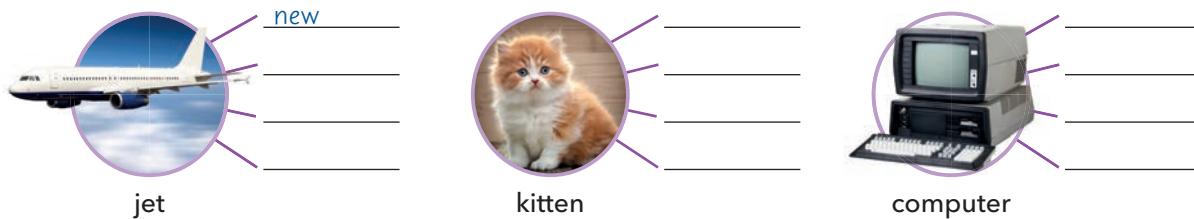
# LESSON 1 DESCRIBE THINGS PEOPLE OWN

## 1 VOCABULARY Describing things

**A**  09-01 Listen. Then listen and repeat.



**B** Label the pictures. Use words from 1A.



**C** PAIRS Compare answers.

I think the kitten is soft ...



## 2 GRAMMAR Possessive nouns; This / that / these / those

### Possessive nouns

Singular	Plural	Irregular plural
the teacher's book	the teachers' books	men's clothing
the boy's bike	the boys' bikes	women's clothing
Jane's desk	the Smiths' house	children's clothing
Add 's after the noun.	Add ' after the final s.	Add 's after the noun.

' is called an apostrophe

### This / That / These / Those

#### Singular



this book



that book

#### Plural



these pens



those pens

>> FOR PRACTICE, GO TO PAGE 124





### 3 PRONUNCIATION

**A** 09-03 Listen. Notice the main stress. Then listen and repeat.

A: There's no chair in the office.	A: This chair?
B: Take Mike's chair.	B: No, that's my chair.

#### Moving the main stress

At the beginning of a conversation, the main stress is often on the last important word. After that, we move the main stress to highlight new or different information.

**B** 09-04 Listen. Underline the main stress. Then listen and repeat.

1. A: Is that your new phone? B: 2. A: This chair is really hard. 3. A: I need a quiet office. B: No, this is my old phone. B: Here, use my chair. You can use that office.

**C** PAIRS Practice the conversations in 3B.

### 4 CONVERSATION



**A** 09-05 Listen or watch. Circle the correct answer.

1. Where is Ester?  
a. She's in the ladies' room.  
b. She's out to lunch.  
c. Tina doesn't know.
2. Dan has a \_\_\_ with Gaby.  
a. video call    b. phone call    c. meeting
3. At the end of the video, \_\_\_.  
a. Dan isn't ready for the meeting  
b. everything is great  
c. Dan needs a notepad



**B** 09-06 Read the Conversation Skill. Listen or watch.

Complete the conversation.

Tina: Is everything OK?  
Dan: It's really noisy here. Is there another desk I can use?  
Tina: You can use \_\_\_\_\_. It's really quiet there.  
Dan: Can I use \_\_\_\_\_ chair?  
Tina: Sure. Are you all right now?  
Dan: Yeah, it's just my computer. It's very\_\_\_\_\_.

#### CONVERSATION SKILL

##### Ask about a problem

To ask about a problem, say:

- Is everything OK?
- What's wrong?

Listen or watch the conversation in 4A. Raise your hand when you hear someone ask about a problem.

**C** 09-07 Listen and repeat. Then practice with a partner.

### 5 TRY IT YOURSELF

**A** **MAKE IT PERSONAL** Choose three things you own, for example: clothing, technology, or furniture. Write descriptive adjectives for each one.

**B** **PAIRS** Compare your descriptions.

**A:** Do you have something old?

**B:** Yes, I have an old cell phone. It's small and light, but it's old and slow.

I CAN DESCRIBE THINGS PEOPLE OWN.



# LESSON 2

# TALK ABOUT WHAT YOU'RE DOING



## 1 VOCABULARY Technology

**A** 09-08 Listen. Then listen and repeat.



**B** 09-09 Listen. Then listen and repeat.



**C** PAIRS Make pairs of words that go together. Explain why.

A: *Plug in goes with power cord.*

B: Right, you plug in the end of the cord.



## 2 GRAMMAR Present continuous: Statements and questions

Affirmative statements			Negative statements			
Subject	Be	Verb + -ing	Subject	Be	Not	Verb + -ing
I	am		I	'm		
We			We			
They	are	talking.	They	're	not	talking.
He	is		He	's		

Yes/no questions			Short answers		
Be	Subject	Verb + -ing	Affirmative	Negative	
Are	you		Yes, I am.	No, I'm not.	
Are	they	working?	Yes, they are.	No, they aren't. / No, they're not.	
Is	he		Yes, he is.	No, he isn't. / No, he's not.	

Wh- questions				Answers
Wh-word	Be	Subject	Verb + -ing	
What	are	you	doing?	I'm fixing the computer.
Where	is	he	going?	He's going to work.
Who		you	talking to?	I'm talking to Jen.
Why		they	running?	Because they are late.

>> FOR PRACTICE, GO TO PAGE 125





## 3 PRONUNCIATION

**A** 09-11 Listen. Notice the intonation. Then listen and repeat.

What are you doing? Who are you talking to?  
Are you working? Are you talking to Gaby?

### Intonation in questions

Intonation usually goes up ↗ at the end of yes/no questions. Intonation usually goes down ↘ at the end of wh- questions.

**B** 09-12 Listen. Does the intonation go up ↗ or down ↘ at the end? Circle ↗ or ↘ . Then listen and repeat.

1. Are you hanging up?
2. Are you logging on?
3. Is it charging?

4. How is he doing?
5. Where are you going?
6. What is she typing?

**C PAIRS** Practice the questions in 3B. Then write two more questions.

## 4 CONVERSATION



**A** 09-13 Listen or watch. Check the true statements.

- Dan can't hear Gaby.
- Gaby can't see Dan.
- Gaby calls Dan on her tablet.
- Dan gets a new laptop.
- Dan wants to share his screen.
- Gaby doesn't have a power cord.



**B** 09-14 Listen or watch. Complete the conversation.



Dan: What \_\_\_\_\_?

Gaby: \_\_\_\_\_ you on my **tablet**.

Dan: OK ... Nope. It \_\_\_\_\_.

Gaby: How about **your computer**?

Dan: Let me check. The **webcam** isn't working.

**C** 09-15 Listen and repeat. Then practice with a partner.

**D PAIRS** Make new conversations. Use these words or your own ideas.

**laptop** **keyboard**

## 5 TRY IT YOURSELF

**A GROUPS** On separate pieces of paper, write 8-10 activities you can do with technology. Fold each paper. Give your folded papers to another group.

**use a mouse**

**type**

**B GROUPS** Play charades. Student A, choose one paper. Don't show it to your group. Act out the activity. Group members, guess the activity. You have three guesses. Keep score!

I CAN TALK ABOUT WHAT I'M DOING.



# LESSON 3

# TALK ABOUT DAILY ACTIVITIES



DAN LU

@DanL

Check out this podcast—Carly's Corner—it has some good advice.



## 1 VOCABULARY Daily activities

**A** 09-16 Listen. Then listen and repeat.



get up



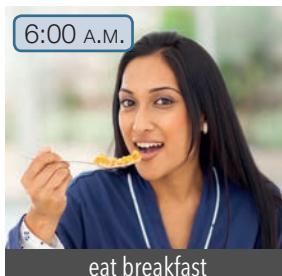
brush your teeth



take a shower



get dressed



6:00 A.M.

eat breakfast



12:00 P.M.

eat lunch

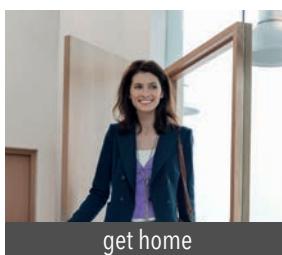


7:00 P.M.

eat dinner



leave the house



get home



go online



relax



go to bed

**B** 09-17 Listen. Then write the activity.

1. go online
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**C PAIRS** Compare your answers.



## 2 GRAMMAR Adverbs of frequency

100%	<b>always</b>	
50%	<b>usually</b>	
0%	<b>often</b>	

50%	<b>sometimes</b>	eat breakfast.
0%	<b>rarely</b>	

0%	<b>never</b>	
----	--------------	--

### Notes

- The adverb of frequency goes before the action verb.  
*He **always** gets up at 6:00 A.M.*
- The adverb of frequency goes after the verb *be*.  
*He's **never** late. He's **always** on time.*
- Use *how often* to ask about frequency.  
*How **often** do you go online?*

>> FOR PRACTICE, GO TO PAGE 126

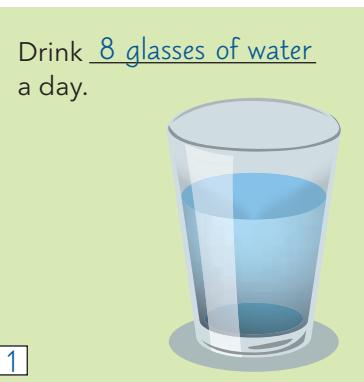
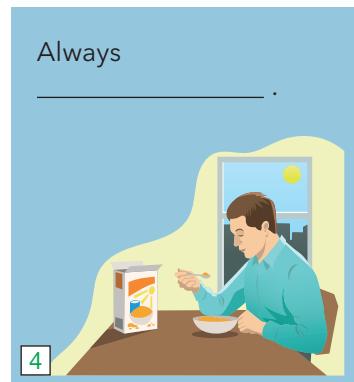
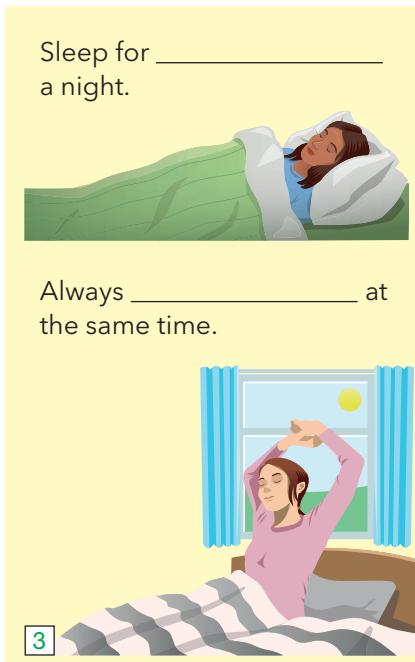


### 3 LISTENING

**A** Listen to the podcast. This podcast is about \_\_\_\_.

- a. different kinds of exercise
- b. ideas to help you sleep at night
- c. ways to feel more relaxed

**B** Read the Listening Skill. Listen again. Number the pictures. Then complete the tips.



### 4 TRY IT YOURSELF

**A** **MAKE IT PERSONAL** Which things in 3B do you always / sometimes / never do?

**A:** I always sleep for 7 or 8 hours. **B:** Not me. I sometimes only sleep 4 or 5 hours.

**B** **TAKE A POLL** Interview three classmates. Complete the chart.

Write their answers to the questions.

Name:	_____	_____	_____
1. What time do you usually go to bed?			
2. What time do you usually get up?			
3. Do you always eat breakfast?			
4. Do you exercise often?			
5. How many glasses of water do you drink a day?			
6. Are you ever stressed out?			

**C** **CLASS** Report to the class.

I CAN TALK ABOUT DAILY ACTIVITIES.



# LESSON 4 READ ABOUT COMPUTER PROBLEMS



DAN LU

@DanL

I need lots of help with my laptop.

## 1 BEFORE YOU READ

Do you ever have problems with your computer?

What kind of problems?

## 2 READ

**A** 09-20 Listen. Read the email. Why does Dan need Greg's help?

Dan

Hi, Greg.  
Can you help? I'm having problems with my laptop.  
1. It's really slow. It takes a long time to start up.  
2. The battery is good for only an hour. That's a problem. I need to use my computer on the train to work. But it stops working before I'm done.  
3. The touchpad isn't working, but I have a mouse.  
I'm going to London in two weeks. Can you work on my laptop next week?  
Thanks,  
Dan



**B** Read the email again. Check (✓) the problems Dan has with his laptop.

It is too heavy.       It is too noisy.  
 It is too slow.       The touchpad doesn't work well.  
 The battery is bad.       The keyboard is broken.

**C** Read the Reading Skill. Then read the email again.

Make inferences. Circle the best answers.

1. How long does it take Dan's laptop to start?  
a. 3 seconds      b. more than two minutes
2. How long is Dan's commute to work?  
a. less than an hour      b. more than an hour
3. Dan doesn't need his touchpad fixed because \_\_\_\_.  
a. he uses the mouse      b. it isn't broken
4. When does Dan need his computer?  
a. in one week      b. in two weeks

### READING SKILL Make inferences

Sometimes writers do not state all of their ideas in the text. While you read, use information from the text and / or pictures to figure out ideas that are not stated.

## 3 MAKE IT PERSONAL

Find out the history of the first cell phone?

**A** What kind of computer do you use at home and at work?  
What do you like about it? What do you not like?

**B** PAIRS Discuss the computers you use and what you like or dislike about them.

The webcam on my laptop ...

I CAN READ ABOUT COMPUTER PROBLEMS.

# LESSON 5

# WRITE ABOUT COMPUTER PROBLEMS

## 1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the email on page 92 again.  
Circle the numbers in a list.

### WRITING SKILL Write a list

In business emails, you can write a list. This makes your writing easy to read. Use numbers or bullet points (•).

## 2 PLAN YOUR WRITING

- A** Imagine you have problems with your laptop, computer, tablet, or phone. Look at the technology words on page 88. Complete the chart.

Item:		
Problem:	_____	_____
Explanation / Example:	_____	_____
	_____	_____
	_____	_____
	_____	_____

- B** **PAIRS** Talk about your technology problems.  
*My keyboard is ...*

## 3 WRITE

Write an email about problems with technology. Describe the problems.  
Make a list of the problems. Ask for help. Use the email on page 92 as a model.

## 4 REVISE YOUR WRITING

- A** **PAIRS** Read your partner's email. Complete the chart.

Did your partner ...?	Yes	No
describe the problems		
ask for help		
write a list with numbers or bullet points		

- B** **PAIRS** Can you improve your partner's email? Make suggestions. Then revise your writing.

## 5 PROOFREAD

Read your email again. Check your spelling, punctuation, and capitalization.

I CAN WRITE ABOUT COMPUTER PROBLEMS.

# PUT IT TOGETHER

## 1 MEDIA PROJECT



**A** 09-21 Listen or watch. Check (✓) the activity each person is doing.

	Karin	Hana	Mio	Ren & Yuna
taking photos				
playing video games				
texting friends				
checking email				



**B** Show your own photos.

Step 1 Think about technology. Take 4-6 photos of your friends or family members on their phones, computers, or other devices.

Step 2 Show the photos to the class. Talk about each one and explain what each person is doing.

Step 3 Answer questions about the photos. Get feedback on your presentation.

## 2 LEARNING STRATEGY

### WRITE THE RULE

To understand grammar, find examples of a grammar structure and write the rule.

Make a list of phrases or sentences from the grammar charts in this unit. Write a grammar rule in your own words.

the teacher's book

the boy's bike

Jane's desk

Rule: To form the possessive of regular singular nouns, add 's

## 3 REFLECT AND PLAN

**A** Look back through the unit. Check the things you learned. Highlight the things you need to learn.

#### Speaking objectives

- Describe things people own
- Talk about what I'm doing
- Talk about daily activities

#### Grammar

- Possessive nouns
- This / that / these / those
- Present continuous: Statements and questions
- Adverbs of frequency

#### Vocabulary

- Describing things
- Technology
- Daily activities

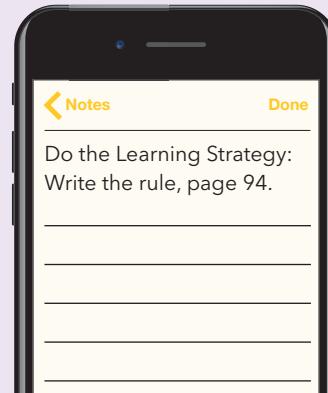
#### Reading

- Make inferences

#### Pronunciation

- Moving the main stress
- Intonation in questions

**B** What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.



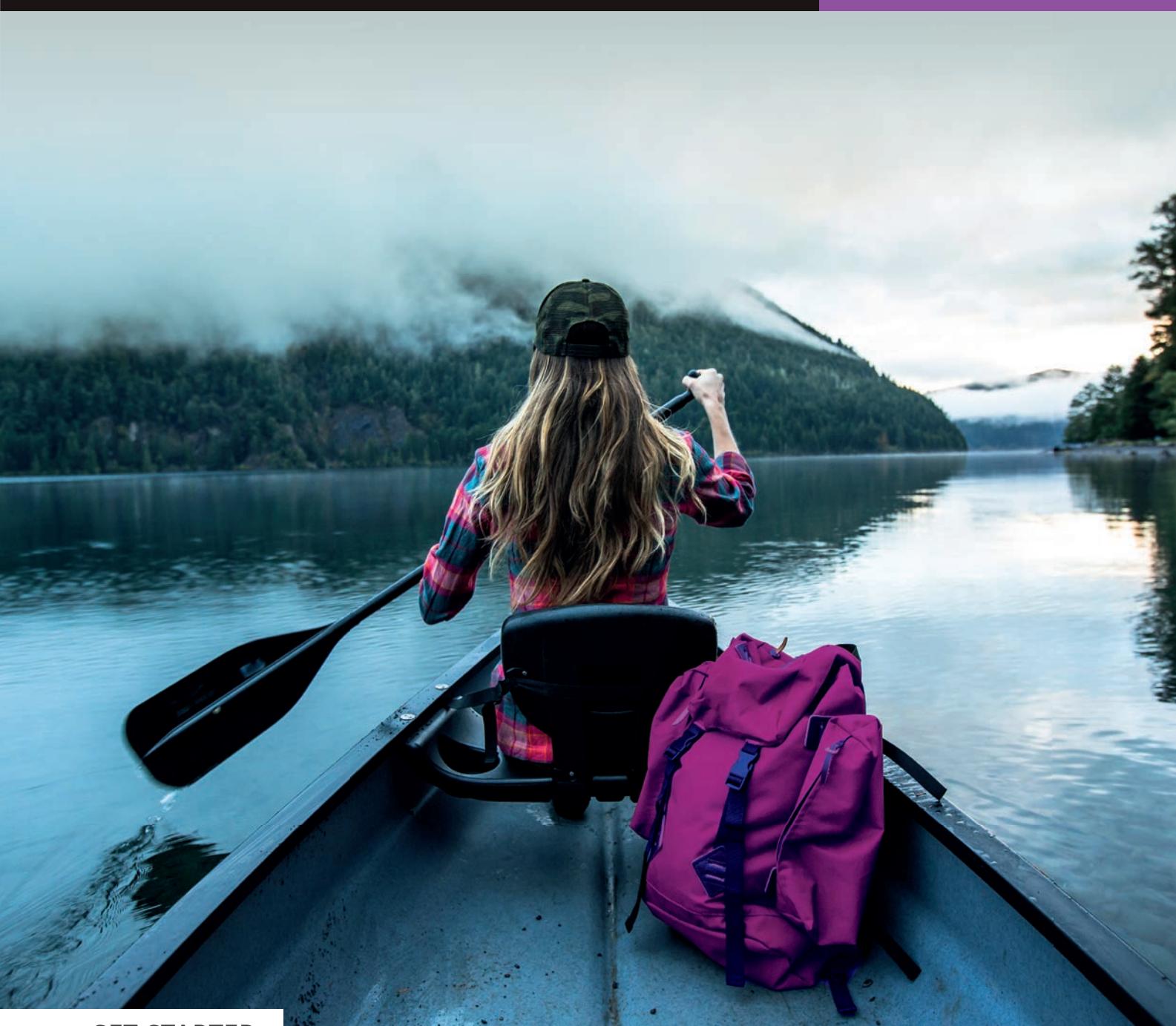
# 10

# HOW WAS YOUR WEEKEND?

## LEARNING GOALS

In this unit, you

- ⊖ describe your weekend
- ⊖ talk about past activities
- ⊖ talk about a past vacation
- ⊖ read and write about a vacation



### GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo. What do you see?
- C** Now read Tina's message. What kind of weekend did she have?



TINA ADAMS

@TinaA

I'm back at work after a great weekend.

# LESSON 1 DESCRIBE YOUR WEEKEND



TINA ADAMS

@TinaA

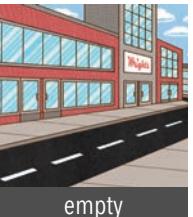
What a perfect weekend! Can't wait to show everyone the photos.

## 1 VOCABULARY Describing activities

**A** 10-01 Listen. Then listen and repeat.



crowded



empty



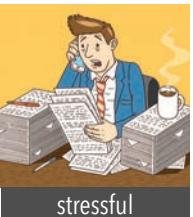
fun



boring



relaxing



stressful



clean



dirty



easy



difficult

**B** Write five places and/or activities. Use one word from 1A to describe each one.

New York = crowded

football = fun

**C** PAIRS Student A, say one of your places or activities from 1B. Student B, guess the description. Keep score.



## 2 GRAMMAR Simple past with *be*

### Affirmative statements

Subject	Be	
I She	<b>was</b>	
We They You	<b>were</b>	happy.

### Negative statements

Subject	Be	Not
I She	<b>was</b>	
We They You	<b>were</b>	not sad.

Note: Use contractions in speaking and informal writing.

*was + not = wasn't*

*were + not = weren't*

### Yes/no questions

Be	Subject	
<b>Was</b>	I he	
<b>Were</b>	we they	wrong?

### Short answers

Affirmative		Negative	
Yes,	I he	<b>was.</b>	No, I he
	we they	<b>were.</b>	we they

Wh- questions				Answers
Wh- word	Be	Subject		
Who	was		at the party?	Kyle <b>was</b> at the party.
What		the problem?		The test <b>was</b> difficult.
Where	was	your hotel?		It <b>was</b> on Summit Avenue.
When	were	you	in Brazil?	I <b>was</b> in Brazil in 1999.
Why		they	late?	Because there <b>was</b> traffic.
How	was	your vacation?		It <b>was</b> relaxing.



>> FOR PRACTICE, GO TO PAGE 127

### 3 CONVERSATION



**A** ►10-03 Listen or watch. Read the sentences. Write *T* for *True* and *F* for *False*.

- \_\_\_ 1. Cole was at the beach.      \_\_\_ 4. The beach was crowded.
- \_\_\_ 2. It's warm and sunny at the beach.      \_\_\_ 5. Tina likes to swim at the beach.
- \_\_\_ 3. Tina was at the beach.      \_\_\_ 6. Tina likes to sit in the sun.



**B** ►10-04 Listen or watch. Complete the conversation.



Cole: \_\_\_\_\_ your weekend?

Tina: It was wonderful! I was at the beach.

Cole: Really? Lucky you.

Tina: Yeah, it was beautiful but crowded. There were a lot of tourists.

Cole: How was the weather?

Tina: Perfect. It was warm and sunny.

Cole: It sounds like \_\_\_\_\_ really relaxing.



**C** ►10-05 Listen and repeat. Then practice with a partner.

### 4 TRY IT YOURSELF

**A** **MAKE IT PERSONAL** Talk about your weekend.

**A:** How was your weekend? **B:** It wasn't very good. I was home all weekend.

**B** **WALK AROUND** Talk to three classmates about their weekends. Complete the chart.

Name	Place	Description

**C** **CLASS** Tell the class about someone's weekend.

Oscar's weekend was boring. He was at work. It was stressful.

I CAN DESCRIBE MY WEEKEND.



# LESSON 2

# TALK ABOUT PAST ACTIVITIES



## 1 VOCABULARY Weekend activities

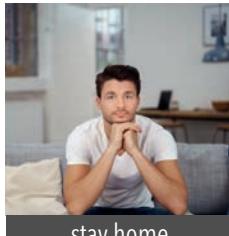
**A** 10-06 Listen. Then listen and repeat.



TINA ADAMS

@TinaA

Our usual Monday morning—talking about our weekends—wishing it was Friday.



stay home



clean the house



wash the car



work in the yard



visit friends



text a friend



talk to a friend



watch movies on TV



go dancing



play tennis

**B** Circle the activities in 1A that you like to do.

**C PAIRS** Compare. Do you like to do the same activities?

**A:** I like to talk on the phone. **B:** I don't. I always text.



## 2 GRAMMAR Simple past: Statements and yes/no questions

Affirmative statements		
Subject	Verb	
I		
You		
He		
She		
We		
They		

Negative statements				
Subject	Did	Not	Verb	
I				
You				
He	did	not	clean	
She				
We				
They				

Note: Use contractions in speaking and informal writing.  
*did + not = didn't*

Yes/no questions		
Did	Subject	Verb
Did	he you they	help?

Short answers						
Affirmative				Negative		
Yes,	he I they	did.		No,	he I they	didn't.

### Notes

- To form the simple past, use base form of the verb + **-ed**: *cleaned*.
- For verbs that end in **e**, use base form + **d**: *danced*.
- Use the base form of the verb with *did / didn't*: *I didn't walk to school*.



>> FOR PRACTICE, GO TO PAGE 128



### 3 PRONUNCIATION

**A** **10-08** Listen. Notice the pronunciation of -ed.

Then listen and repeat the past tense verbs.

<u>no extra syllable</u>	<u>extra syllable /ɪd/</u>
wash → washed	text → texted
talk → talked	need → needed

#### The simple past -ed ending

We pronounce the simple past -ed as an extra syllable /ɪd/ only after the sound /t/ or /d/. After other sounds, the e in -ed is silent.

**B** **10-09** Listen. Circle the past tense verbs that have an extra syllable. Then listen and repeat.

1. played 2. watched 3. visited 4. worked 5. started 6. danced 7. stayed

**C PAIRS** Student A, say an activity from 1A. Student B, say the activity in the simple past.

**A:** Clean the house. **B:** Cleaned the house.

### 4 CONVERSATION



**A** **10-10** Listen or watch. Circle the correct answer.

1. Cole's weekend was *stressful* / *fine* / *boring*.
2. On Saturday night, Cole *stayed home* / *cleaned the house* / *went to a club*.
3. Cole and his friends *waited* / *went to a movie* / *danced for hours*.
4. Tina thinks Cole's weekend was *boring* / *stressful* / *exciting*.



**B** **10-11** Read the Conversation Skill. Listen or watch.

Complete the conversation.

Tina: \_\_\_\_\_ anything fun this weekend?

Cole: Not really. I just \_\_\_\_\_. I did some work around the house.

Tina: That's too bad.

Cole: No, it was good, actually. I washed the car, and I \_\_\_\_\_ the garage.

Tina: Well, sometimes that kind of work is relaxing.

Cole: I think so, too.



#### CONVERSATION SKILL

##### Agree with someone

To show that you have the same opinion and agree with someone, say:

- *I think so, too.*
- *I agree.*

Listen or watch the conversation in 4A. Raise your hand when you hear someone agree.

**C** **10-12** Listen and repeat. Then practice with a partner.

### 5 TRY IT YOURSELF

**MAKE IT PERSONAL** Student A, ask a yes/no question about last weekend.

Student B, give a short answer and add another sentence.

**A:** Did you clean the house last weekend?

**B:** No, I didn't. I worked in the yard. Did you go dancing?



I CAN TALK ABOUT PAST ACTIVITIES.

# LESSON 3

# TALK ABOUT A PAST VACATION



## 1 VOCABULARY Vacation activities

**A**

10-13 Listen. Then listen and repeat.



take a tour



take a boat ride



TINA ADAMS

@TinaA

Just heard an interesting podcast about a vacation that changed someone's life.



fly



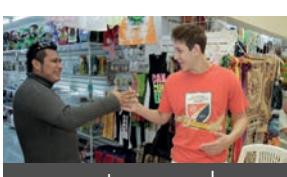
go swimming



take a ride



take a train trip



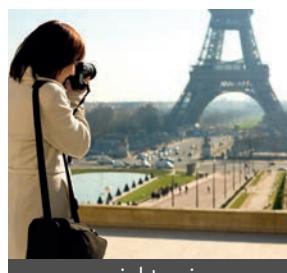
meet new people



eat out



go shopping



go sightseeing

**B**

10-14 Listen and number the activities.

\_\_\_ take a tour      \_\_\_ go shopping  
\_\_\_ take a train trip    \_\_\_ go swimming

\_\_\_ take a boat ride    1 fly  
\_\_\_ meet new people    \_\_\_ eat out

**C**

**GROUPS** Act out one of the activities in 1A. The first person to guess correctly acts out a different activity.



## 2 GRAMMAR Simple past: Wh- questions and irregular verbs

Wh- questions		Answers		Irregular verbs			
Wh-word	Did			Base form of verb	Past	Base form of verb	Past
Who	did	she <b>see</b> ?	She <b>saw</b> Melissa.	become	became	go	went
What		you <b>buy</b> ?	I <b>bought</b> a gift.	bring	brought	have	had
Where		they <b>go</b> ?	They <b>went</b> to China.	buy	bought	know	knew
When		we <b>meet</b> ?	We <b>met</b> in 2015.	come	came	make	made
Why		you <b>fly</b> ?	I <b>flew</b> to get home today.	eat	ate	meet	met
How		you <b>get</b> here?	I <b>got</b> here by bus.	fall	fell	ride	rode
				fly	flew	see	saw
				get	got	swim	swam
				give	gave	take	took



>> FOR PRACTICE, GO TO PAGE 129



### 3 PRONUNCIATION

**A** 10-16 Listen. Notice the blended pronunciation of *did you*. Then listen and repeat.

/dɪdʒə/

/dɪdʒə/

/dɪdʒə/

Where did you go? What did you do there? Did you do anything fun?

#### Blending *did you*

In questions with *did you*, we often blend *did* and *you* together. We pronounce *did* and *you* together as "didja" /dɪdʒə/.

**B** 10-17 Listen. Write *do you* or *did you*. Then listen and repeat.

1. \_\_\_\_\_ walk to school?
2. \_\_\_\_\_ text your friends on Saturday?
3. What \_\_\_\_\_ do on the weekend?
4. Where \_\_\_\_\_ go on vacation?

**C** PAIRS Ask and answer the questions in 3B.

### 4 LISTENING

**A** 10-18 Listen to the radio show. Trudy describes this vacation because her parents \_\_\_\_.

a. met in Europe      b. went on vacation alone      c. met her husband's parents

**B** 10-19 Listen again. Read the sentences. Write *T* for True and *F* for False.

F 1. Trudy and her husband took a tour of Europe.  
  2. Trudy's parents met Don and Cindy in Europe.  
  3. Don and Cindy came to visit Trudy's family.  
  4. Trudy and her brother saw Don and Cindy every summer.  
  5. Trudy met Mark when she was 18 years old.

**C** 10-18 Read the Listening Skill. Listen. Make inferences to answer the questions. Explain your answers.

1. Why did Cindy give Trudy's mom her address?

---



---

2. Did the families live near each other?

---



---

#### LISTENING SKILL Make inferences

People don't always say everything they are thinking. Use your experience and your knowledge to figure out, or make an inference, about what is probably true.

### 5 TRY IT YOURSELF

**A** **MAKE IT PERSONAL** Think about a great vacation.

Use real or imaginary information. Take notes.

Who? What? Where? When? How?

**B** **PAIRS** Prepare a radio show. Interview your partner about his or her great vacation. Take notes.

**C** **CLASS** Do a live interview for the class.



I CAN TALK ABOUT A PAST VACATION.

# LESSON 4 READ ABOUT A VACATION



TINA ADAMS

@TinaA

Finally showing photos of my vacation. You won't believe the views.

## 1 BEFORE YOU READ

When was the last time you had a vacation?

Where did you go?

## 2 READ

A Listen. Read Tina's post. What does she talk about?

Tina Adams shared 3 photos 3 hrs ago

My vacation was great. Last week I went to Tulum, Mexico, with my friend Anita. We stayed in a hotel near the beach. Our room was big and sunny. We had a view of the water from our balcony.

On our first day, we had breakfast in the hotel. Then we took a tour of the beautiful town. We had a wonderful lunch and then went shopping. In the evening, we had dinner and danced all night at a club.

The next few days, we went to the beach. We went swimming, sat in the sun, and relaxed. One day we took a boat ride. Every night we went out for dinner. The food was terrific. We had a great time and I took lots of photos!



B Read the post again. Write 5–8 wh-questions. Use *who, what, where, when, and how*.

C PAIRS Answer the questions you wrote in 2B.

D Read the Reading Skill. Circle the main idea of Tina's post.

- Tina went to Tulum, Mexico, on vacation.
- Tina had a great vacation.
- Tina took lots of photos on her vacation.

### READING SKILL Main Idea

The main idea is the most important idea in a text.

## 3 MAKE IT PERSONAL

Find a place for a great vacation.

A Think about what you like to do on vacation. Take notes.

B PAIRS Discuss what you like to do on vacation.

Do you like the same things?

I CAN READ ABOUT A VACATION.

# LESSON 5

# WRITE ABOUT A VACATION

## 1 FOCUS ON WRITING

**A** Read the Writing Skill.  
**B** Read Tina's post on page 102 again.  
Circle the commas.

## 2 PLAN YOUR WRITING

**A** Think of a vacation. Take notes in the chart.

When?	Where?
Who?	What?

**B** **PAIRS** Talk about your vacation. Describe when, where, what you did, and who you went with. What is the main idea?

I went to ... I went with ...

## 3 WRITE

Write a post about a vacation you took. Describe when and where you went, who you went with, what you did, and how you liked it. Use the post on page 102 as a model.

## 4 REVISE YOUR WRITING

**A** **PAIRS** Read your partner's post. Complete the chart.

Did your partner ...?	Yes	No
write a main idea		
give details		
use commas correctly		

**B** **PAIRS** Can you improve your partner's post? Make suggestions. Then revise your writing.

## 5 PROOFREAD

Read your post again. Check your spelling, punctuation, and capitalization.

### WRITING SKILL Commas

Use commas:

- Between a time expression and the rest of the sentence
- Between the name of a city and country (If this is in the middle of a sentence, use a comma after the country too.)
- After each item in a list of three or more items

# PUT IT TOGETHER

## 1 MEDIA PROJECT



**A** 10-20 Listen or watch. Complete the chart with Daniel's activities.

Morning	Afternoon	Evening



**B** Show your own photos.

Step 1 Think about a weekend or vacation in the past. Choose 4-6 photos or take new photos of what you do on the weekend.

Step 2 Show the photos to the class. Talk about what you did.

Step 3 Answer questions about the photos. Get feedback on your presentation.

## 2 LEARNING STRATEGY

### WRITE SENTENCES

Write sentences to practice using irregular verbs. Choose verbs that are difficult for you. Write sentences with them. This helps you learn how to use the verbs.

Review the verbs in the unit. Write sentences about what you did in the past.

I bought a book  
yesterday. I took a  
vacation at the beach  
last year.

## 3 REFLECT AND PLAN

**A** Look back through the unit. Check the things you learned. Highlight the things you need to learn.

#### Speaking objectives

- Describe my weekend
- Talk about past activities
- Talk about a past vacation

#### Vocabulary

- Describing activities
- Weekend activities
- Vacation activities

#### Pronunciation

- The simple past -ed ending
- Blending *did you*

#### Grammar

- Simple past with *be*
- Simple past: Statements and yes/no questions
- Simple past: Wh- questions
- Irregular verbs

#### Reading

- Main Idea

#### Writing

- Commas

**B** What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.

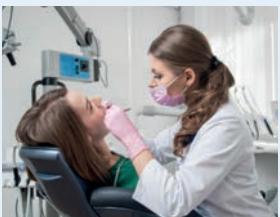


# UNIT 1, LESSON 2 STATEMENTS WITH BE; ARTICLES A / AN

**A** Write *a* or *an*.



1. a teacher



2. \_\_ dentist



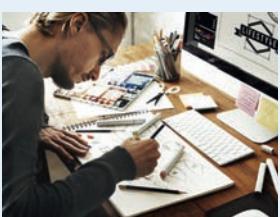
3. \_\_ manager



4. an architect



5. \_\_ flight attendant



6. an illustrator



7. \_\_ chef



8. \_\_ doctor



9. an engineer



10. an accountant



11. \_\_ scientist



12. \_\_ programmer

**B** Complete the sentences. Use the correct form of *be*. Use contractions when possible.

## MEET MY TEAM AT A&H DESIGN!

These are <sub>1</sub> workers at A&H design.

My name is <sub>2</sub> Ben Carter. I' am <sub>3</sub>

an architect and the CEO of A&H Design. Jeff Hanson

is <sub>4</sub> our manager. He is <sub>5</sub>

also an engineer. Angela Green is <sub>6</sub> an

illustrator. Mia Lopez and Martin Garcia are <sub>7</sub> architects. They' are <sub>8</sub>

from Argentina. We're a <sub>9</sub> great team!



**C** Listen. Complete the sentences.

1. You're good doctors.
2. \_\_\_\_\_ Dennis Andrews.
3. \_\_\_\_\_ managers.
4. \_\_\_\_\_ teachers.

5. \_\_\_\_\_ nice name.
6. \_\_\_\_\_ engineer.
7. \_\_\_\_\_ illustrator.
8. \_\_\_\_\_ accountant.

# UNIT 1, LESSON 3

## REGULAR PLURAL NOUNS; NEED AND HAVE

**A**  01-17 Listen to the sentences. Are the nouns singular or plural? Check (✓) the correct box.

	1	2	3	4	5	6	7	8
Singular								
Plural	✓							

**B** Complete the sentences. Use the correct form of *have* or *need*.

Luca and I have a small office. It 2 (have) two windows. We  
1 (have) large desks. I 4 (need) a new chair. Luca 5 (need) a phone.  
We 6 (have) good computers. Luca 7 (have) papers on his desk. He  
8 (need) a file cabinet. We 9 (need) a bigger office!

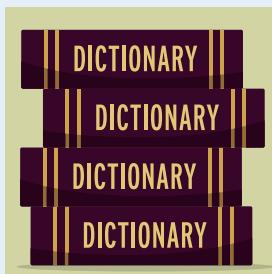
**C** Look at the pictures. Complete the sentences. Use the correct form of the noun.



1. We have twenty pens.



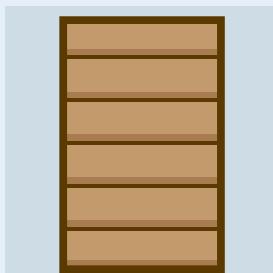
2. The store has five different mobile phones.



3. The teacher has four dictionaries.



4. We need five notepads for the meeting.



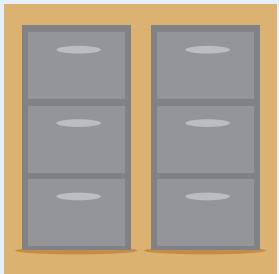
5. The bookcase has six shelves.



6. We have three cardboard boxes in the classroom.



7. Eric and Rita need two chairs.



8. They have two filing cabinets in the office.

## UNIT 2, LESSON 1

# POSSESSIVE ADJECTIVES; QUESTIONS WITH WHO AND WHAT

**A**

02-02 Listen to the sentences. Check (✓) the possessive adjectives you hear.

1. <input type="checkbox"/> her	<input checked="" type="checkbox"/> my	4. <input type="checkbox"/> our	<input type="checkbox"/> your	7. <input type="checkbox"/> your	<input type="checkbox"/> our
2. <input type="checkbox"/> our	<input type="checkbox"/> her	5. <input type="checkbox"/> her	<input type="checkbox"/> his	8. <input type="checkbox"/> her	<input type="checkbox"/> your
3. <input type="checkbox"/> their	<input type="checkbox"/> our	6. <input type="checkbox"/> their	<input type="checkbox"/> our	9. <input type="checkbox"/> his	<input type="checkbox"/> their

**B**

Look at the picture. Complete the conversation. Write the correct possessive adjective.

A: Here's a picture of my <sup>1</sup> family.

B: Who's that?

A: That's my <sup>2</sup> brother.

B: What's my <sup>3</sup> name?

A: My <sup>4</sup> name is Andrew.

B: And who's that?

A: That's my <sup>5</sup> wife.

My <sup>6</sup> name is Dora.

And that's my <sup>7</sup> son.

B: What's my <sup>8</sup> name?

A: Nathan.



B: These are my <sup>9</sup> parents?

A: Yes, my <sup>10</sup> names are Ted and Olivia.

B: Where are you?

A: I'm behind the camera!

**C**

Complete the sentences. Write the correct possessive adjective.

- That is Robert. Stephan is his grandson.
- I'm Emily. Stephan is my son.
- That's Maria. John is my father.
- That's Tim. Carol is my daughter.
- That's Anna. Will is my grandson.
- That's Will, and this is Carol. Lisa and Tim are my parents.
- That's Carol. Robert is my grandfather.
- That's Stephan. John is my father.
- That's Lisa. Tim is my husband.



# UNIT 2, LESSON 2

## NEGATIVE STATEMENTS WITH BE; YES/NO QUESTIONS WITH BE

A  02-10 Listen to the sentences. Are the sentences affirmative or negative?

Check (✓) the correct box.

	1	2	3	4	5	6	7	8
Affirmative	✓							
Negative								

B Read Samantha's online profile. Change the false sentences from affirmative to negative. Then write true sentences. Use contractions when possible.

**Samantha Rivers**

**Relationship Status:**  
married to Brian Rivers

**Age:** 42

**Home:** Boston

**About me:**  
I'm a designer, a wife, and a mother of two great girls, Lara and Maddie. They're in high school.  
My life is busy, but it's good!



1. Samantha is a programmer. \_\_\_\_\_ Samantha isn't a programmer. She's a designer.
2. She is 32 years old. \_\_\_\_\_
3. She is single. \_\_\_\_\_
4. Brian is her son. \_\_\_\_\_
5. Her home is in Portland. \_\_\_\_\_
6. Lara and Maddie are her friends. \_\_\_\_\_
7. Her daughters are lawyers. \_\_\_\_\_

C Write a yes/no question for each prompt. Then complete the short answer.

Use contractions when possible.

1. she / single  
A: \_\_\_\_\_  
B: \_\_\_\_\_
2. you and Carl / friends  
A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_.
3. Meg / married  
A: \_\_\_\_\_  
B: No, \_\_\_\_\_.
4. Dana and Adam / your kids  
A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_.
5. I / late  
A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_.
6. Rob / your brother  
A: \_\_\_\_\_  
B: No, \_\_\_\_\_.
7. you / Mike  
A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_.
8. they / co-workers  
A: \_\_\_\_\_  
B: No, \_\_\_\_\_.
9. Richard / her boyfriend  
A: \_\_\_\_\_  
B: No, \_\_\_\_\_.
10. we / friends  
A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_.

# UNIT 2, LESSON 3    LIVE AND WORK

**A**  02-15 Listen to the sentences. Check (✓) the form of the verb you hear.

1. <input checked="" type="checkbox"/> live	<input type="checkbox"/> lives	5. <input type="checkbox"/> work	<input type="checkbox"/> works
2. <input type="checkbox"/> live	<input checked="" type="checkbox"/> lives	6. <input type="checkbox"/> live	<input type="checkbox"/> lives
3. <input type="checkbox"/> work	<input checked="" type="checkbox"/> works	7. <input type="checkbox"/> work	<input type="checkbox"/> works
4. <input type="checkbox"/> live	<input type="checkbox"/> lives	8. <input type="checkbox"/> work	<input type="checkbox"/> works

**B** Complete the paragraph. Use the correct form of the verbs in parentheses.

My brother Max lives <sup>1 (live)</sup> in South Korea with his family. His wife Barb works <sup>2 (work)</sup> for a technology company. Max works <sup>3 (work)</sup> at Seoul National University. He's an English professor. Max and Barb have <sup>4 (have)</sup> three children. Their daughters live <sup>5 (live)</sup> in Seoul, not far from their parents. They both work <sup>6 (work)</sup> at a hospital. Their son lives <sup>7 (live)</sup> in the United States. He's 22, and he works <sup>8 (work)</sup> for a computer company in California. He has <sup>9 (have)</sup> a great job as a programmer.

**C** Complete the paragraph. Use the correct form of *live*, *work*, *have*, and *need*.



José now lives <sup>1</sup> and works <sup>2</sup> in Bogota, Colombia, but he's from Cali. All his family still lives <sup>3</sup> in Cali. His two sisters work <sup>4</sup> in a beautiful apartment in the city center. They both work <sup>5</sup> for Diaz Design Company. José's brother also lives <sup>6</sup> and works in Cali. He's a doctor. He's married and he and his wife have <sup>7</sup> a baby boy. They live <sup>8</sup> in a small apartment. They need <sup>9</sup> a big apartment.

# UNIT 3, LESSON 1 ADJECTIVE + NOUN PLACEMENT

## A 03-03 Listen to the conversation. Complete the sentences.

A: Hey, Tracey. How's your new apartment ?  
B: Oh, it's a                   , Marco.  
A: Where is it? Is it on a                   ?  
B: Yes, it is.  
A: Is it a                   ?  
B: Not really. We just have one                   , a living room, and a kitchen.  
A: That's OK.  
B: Yeah. But there's a                   !  
A: Sounds great!

## B Complete the email. Look at the pictures and use the words in the box.

small blue old green large new beautiful

Brian

Hey Dean,

I want to tell you about our new home. It's great! It's a blue 1 house with a(n) 2 garden. It has a(n) 3 balcony and a(n) 4 living room. It also has a(n) 5 kitchen but a(n) 6 bathroom. And my favorite place in the house is the 7 bedroom.

Come visit soon!

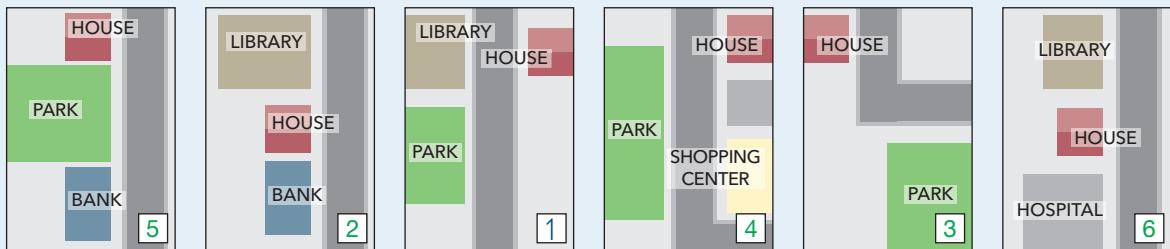
Brian

## C Rewrite the sentences. Use the adjective in parentheses.

1. Springfield is a town. (beautiful) Springfield is a beautiful town.
2. That is a neighborhood. (good) \_\_\_\_\_
3. I live in a house. (red) \_\_\_\_\_
4. We have a living room. (nice) \_\_\_\_\_
5. We have a garden. (large) \_\_\_\_\_
6. We need a garage. (big) \_\_\_\_\_
7. It has a kitchen. (great) \_\_\_\_\_
8. He needs closets. (big) \_\_\_\_\_
9. I don't want a bedroom. (small) \_\_\_\_\_

# UNIT 3, LESSON 2 PREPOSITIONS OF LOCATION; *THERE IS / THERE ARE*

**A** 03-11 Listen to the descriptions. Write the number of the description in the correct box.



**B** Complete the sentences with *There's* or *There are*.

1. There's a hospital next to the bank.
2. \_\_\_\_\_ houses near the park.
3. \_\_\_\_\_ a library down the street.
4. \_\_\_\_\_ a bank across from the house.
5. \_\_\_\_\_ a bus stop around the corner.
6. \_\_\_\_\_ restaurants near the apartment.
7. \_\_\_\_\_ two drugstores in town.
8. \_\_\_\_\_ a shopping center on First Street.

**C** Look at the map. Complete the conversation. Use the prepositions of location from the box. Use some prepositions more than once.

across from   between   down the street from   next to   around the corner from   near

Amy: My new apartment is in a great neighborhood.

It's near <sup>1</sup> a lot of restaurants.

The building is next to <sup>2</sup> a large park.

Brad: Are there any stores near you?

Amy: Yes, there's a small supermarket

across from <sup>3</sup> my apartment.

And there's a large shopping center

between <sup>4</sup> the apartment.

Brad: Oh, is the shopping center

down the street from <sup>5</sup> the bank?

Amy: Yes. It's next to <sup>6</sup> the bank and the drugstore.

Brad: That's Park Street. You know the gas station on Main Street?

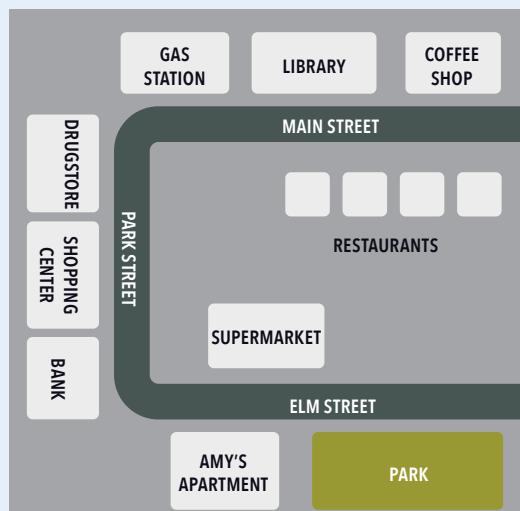
Amy: I think so. It's across from <sup>7</sup> the drugstore, right?

Brad: Right. There are lots of nice restaurants around the corner from <sup>8</sup> the gas station.

There's also a very good coffee shop between <sup>9</sup> the restaurants.

It's next to <sup>10</sup> the library.

Amy: Cool. Let's have coffee there.



# UNIT 3, LESSON 3

## QUESTIONS WITH WHERE + BE; PREPOSITIONS OF PLACEMENT

**A** Complete the questions. Use Where's or Where are.

1. Where's the sink?
2. \_\_\_\_\_ the stove?
3. \_\_\_\_\_ the forks?
4. \_\_\_\_\_ the refrigerator?
5. \_\_\_\_\_ the spoons?
6. \_\_\_\_\_ the plates?
7. \_\_\_\_\_ the microwave?
8. \_\_\_\_\_ the pots and pans?

**B** Look at the picture. Complete each conversation. Use It's or They're.  
Use a preposition from the box and the words in parentheses.

in on under over in front of behind

1. A: Where's the desk?  
B: It's in the bedroom.  
(the bedroom)
2. A: Where's the bed?  
B: \_\_\_\_\_  
(the desk)
3. A: Where are the books?  
B: \_\_\_\_\_  
(the shelf)
4. A: Where's the chair?  
B: \_\_\_\_\_  
(the desk)
5. A: Where are the pens?  
B: \_\_\_\_\_  
(the cup)



6. A: Where's the phone?  
B: \_\_\_\_\_  
(the computer)
7. A: Where are the boxes?  
B: \_\_\_\_\_  
(the desk)

**C** 03-18 Listen to the sentences. Check (✓) the picture they describe.

1. a.		b.		4. a.		b.	
2. a.		b.		5. a.		b.	
3. a.		b.		6. a.		b.	

# UNIT 4, LESSON 1 QUESTIONS WITH *WHEN* + *BE*; PREPOSITIONS OF TIME

**A** Complete the sentences. Write the correct preposition.

1. The test is \_\_\_\_\_ **on** Tuesday.
2. Marco's birthday is \_\_\_\_\_ May 13.
3. The conference calls are \_\_\_\_\_ 9:30 and 12:00.
4. His classes are \_\_\_\_\_ Mondays and Wednesdays.
5. The meeting is \_\_\_\_\_ 2020.
6. Your trip is from June 8 \_\_\_\_\_ June 12.
7. My English class is \_\_\_\_\_ night.
8. The party is \_\_\_\_\_ 12:00 to 6:00.

**B** Look at the calendar. Complete each question. Use *When's* or *When are*. Then write an answer. Use the preposition in parentheses.



M A R C H	<b>Wed 18</b>  <b>7:00 a.m.–11:15 a.m.</b> Train to New York  <b>1:00–3:00 p.m.</b> Design meeting  <b>5:00 p.m.</b> Train home	<b>Thu 19</b>  <b>8:00 a.m.</b> Breakfast with Mel  <b>9:00–9:30 a.m.</b> Design meeting  <b>10:00–11:00 a.m.</b> Online class  <b>3:00 p.m.</b> Phone call with Japan	<b>Fri 20</b>  <b>7:30 a.m.</b> Doctor's appointment  <b>10:00–11:00 a.m.</b> Online class  <b>3:00 p.m.</b> Phone call with Japan
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1. A: When's breakfast with Mel? B: \_\_\_\_\_ **It's at 8:00.**  
(at)
2. A: When are the design meetings? B: \_\_\_\_\_  
(on)
3. A: When is the train to New York? B: \_\_\_\_\_  
(at)
4. A: When is the train home? B: \_\_\_\_\_  
(at)
5. A: When's the doctor's appointment? B: \_\_\_\_\_  
(on)
6. A: When are the phone calls with Japan? B: \_\_\_\_\_  
(at)
7. A: When are the online classes? B: \_\_\_\_\_  
(from ... to)

**C** Listen to the messages. Complete the answers to the questions.

1. A: When's the party? B: It's at 7:30.
2. A: When are Sheila's classes? B: They're today.
3. A: When's Dad's birthday? B: It's   .
4. A: When are the meetings? B: They're   .
5. A: When's the test? B: It's   .
6. A: When's the class? B: It's   .
7. A: When's the appointment? B: It's tomorrow.
8. A: When are her office hours? B: They're   .

# UNIT 4, LESSON 3

# THE IMPERATIVE: AFFIRMATIVE AND NEGATIVE

**A**  04-23 Listen to the directions. Circle the imperatives you hear.

1. **Go** / Don't go straight.
2. Don't take / Take Exit 5A.
3. Drive to / Cross the bridge.
4. Drive / Walk two blocks.
5. Stop / Don't stop at the traffic light.
6. Go east / Go west on Route 78.
7. Turn right / Turn left at the gas station.
8. Turn right / Turn left at the shopping center.

**B** Label the pictures. Write affirmative or negative imperatives with words from the box. Use some words more than once.

go straight stop turn left turn right walk go

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

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**C** Look at the map. Complete the directions to White River School. Use the words from the box. Use some words more than once.

Cross Don't drive Don't turn left Walk straight Turn left Turn right Walk

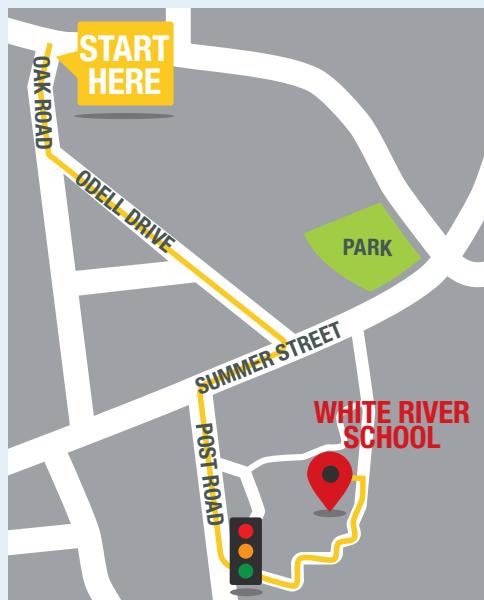
A: How do you get from your house to White River School?

B: Oh, it's very easy. 1 **Go** south on Oak Road. 2 onto Odell Drive. 3 on Odell. 4 at Summer Street, that's the way to the park. 5.

6 on Post Road. 7 the street at the traffic light.

A: Where do I put my car?

B: A car? 8! 9. It's very close!



# UNIT 5, LESSON 3 REGULAR AND IRREGULAR PLURALS

**A** 05-15 Listen to the conversations. Circle the noun you hear. Underline the irregular plurals.

1. <u>watch</u> watches	4. scarf scarves	7. woman women
2. child children	5. person people	8. shoe shoes
3. dress dresses	6. baby babies	9. man men

**B** Look at the website. Complete the sentences. Write the singular or plural form.

1. The jacket is expensive.
2. The \_\_\_\_\_ are \$75.00.
3. The \_\_\_\_\_ are both black.
4. The \_\_\_\_\_ are on sale.
5. The red \_\_\_\_\_ is pretty!
6. The \_\_\_\_\_ are \$39.00.
7. The \_\_\_\_\_ are many different colors.
8. The \_\_\_\_\_ are \$18.00.
9. This website is for \_\_\_\_\_ only.

**C** Rewrite the sentences. Change the nouns from singular to plural. Make all other changes.

1. My glove is in my pocket. My gloves are in my pockets.
2. The jacket is only \$59. \_\_\_\_\_
3. The child has a yellow raincoat. \_\_\_\_\_
4. The woman has a nice watch. \_\_\_\_\_
5. The tie looks good on the man. \_\_\_\_\_
6. Where is my black hat? \_\_\_\_\_
7. The lady needs a pretty dress. \_\_\_\_\_
8. The shirt is on the shelf. \_\_\_\_\_
9. Who is the person with a backpack? \_\_\_\_\_

# UNIT 6, LESSON 1 SIMPLE PRESENT: AFFIRMATIVE AND NEGATIVE STATEMENTS

**A**  06-02 Listen to the conversation between Anna and Joe. Read the sentences. Check (✓) True or False.

	True	False
1. Joe listens to music on his computer.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Anna doesn't like jazz.	<input type="checkbox"/>	<input type="checkbox"/>
3. Joe's brother doesn't play the guitar.	<input type="checkbox"/>	<input type="checkbox"/>
4. Anna likes classical music.	<input type="checkbox"/>	<input type="checkbox"/>
5. Joe and Anna buy music online.	<input type="checkbox"/>	<input type="checkbox"/>
6. Anna watches music videos.	<input type="checkbox"/>	<input type="checkbox"/>
7. Anna doesn't play an instrument.	<input type="checkbox"/>	<input type="checkbox"/>
8. Joe and Anna don't like pop music.	<input type="checkbox"/>	<input type="checkbox"/>

**B** Look at the music survey. Then complete the sentences. Use the correct form of *love*, *like*, and *not like*. Use contractions when possible.



1. Nina doesn't like pop.
2. Bill                  jazz.
3. Nina and Bill                  country.
4. Bill and Nina                  hip-hop.
5. Bill                  pop.
6. Bill                  R&B.
7. Nina                  R&B.
8. Bill and Nina                  rock.

**C** Rewrite the sentences. Change affirmative sentences to negative, and negative sentences to affirmative. Use contractions when possible.

1. Sam likes classical music. Sam doesn't like classical music.
2. I listen to a lot of music.
3. He likes country music.
4. They have a dance party every year.
5. Gina doesn't love jazz.
6. Edward sings well.
7. We play music on our computer.
8. You don't need a new phone.
9. She doesn't have a lot of songs on her phone.

# UNIT 6, LESSON 2

# SIMPLE PRESENT: YES/NO QUESTIONS AND SHORT ANSWERS

**A**

06-07 Listen to an interview with Lily Warren. Check (✓) the activities Lily and her family do.

	Lily	father	mother	sisters	brother
play the guitar	✓				
play the piano					
do martial arts					
swim					

**B**

Write a short answer to each question. Use contractions when possible.

1. A: Does she play soccer?  
B: Yes, she does.
2. A: Do they do martial arts?  
B: No, \_\_\_\_\_.
3. A: Do you play an instrument?  
B: No, \_\_\_\_\_.
4. A: Does your brother paint?  
B: No, \_\_\_\_\_.
5. A: Do you and Amanda cook?  
B: Yes, \_\_\_\_\_.
6. A: Do we need our sneakers?  
B: Yes, \_\_\_\_\_.
7. A: Does he play guitar?  
B: No, \_\_\_\_\_.
8. A: Do they play piano?  
B: Yes, \_\_\_\_\_.

**C**

Read the questionnaire. Then write yes/no questions and short answers.

**TALENT QUESTIONNAIRE** Write your name under the talent or hobby.

					
Ben Derek Victor	Andy Kim	Victor Hana Marco Selena	Pablo Karen	Cindy Hana Karen	Sam Tom

1. Ben and Derek / play a sport  
A: Do Ben and Derek play a sport?  
B: Yes, they do.
2. Hana / dance  
A: \_\_\_\_\_ ?  
B: \_\_\_\_\_ .
3. Tom and Marco / play an instrument  
A: \_\_\_\_\_ ?  
B: \_\_\_\_\_ .
4. Sam / paint  
A: \_\_\_\_\_ ?  
B: \_\_\_\_\_ .
5. Karen / sing and dance  
A: \_\_\_\_\_ ?  
B: \_\_\_\_\_ .
6. Pablo / paint  
A: \_\_\_\_\_ ?  
B: \_\_\_\_\_ .
7. Andy and Kim / play a sport  
A: \_\_\_\_\_ ?  
B: \_\_\_\_\_ .
8. Victor, Marco, and Selena / swim  
A: \_\_\_\_\_ ?  
B: \_\_\_\_\_ .

# UNIT 6, LESSON 3 SIMPLE PRESENT: WH- QUESTIONS AND ANSWERS

**A**  06-14 Listen to the questions. Circle the correct answer.

1. a. in the evening	b. in bed	5. a. in school	b. in the morning
2. a. he bikes	b. at the beach	6. a. in the evening	b. on our balcony
3. a. on the weekend	b. in the mountains	7. a. at 7:00 a.m.	b. in the park
4. a. music videos	b. in my room	8. a. watch TV	b. the news

**B** Complete the *wh*- questions. Use the words in parentheses.

A: What do you like to do  
1 (What / you like to do)

for fun?

B: Well, I love music.

A: 2 (What music / you like?)

B: Country music.

A: Really? I play country music with my  
sisters and our friend Mateo!

B: 3 (What / you play) ?

A: I play the guitar.

B: 4 (What / your sisters do) ?

A: They sing.

B: 5 (What / Mateo play) ?

A: The drums.

B: 6 (Where / you play) ?

A: We play in parks. We're at Millburn  
Park tonight. Come!B:

I will! 7 (When / you start?)

A: At 8:30 p.m.

**C** Complete the conversations. Notice the underlined word or phrase in the answer.

Then write the question. Use *What*, *When*, or *Where*.

1. A: Where do you hike ?  
B: I hike in the mountains.

2. A: When do you exercise ?  
B: I exercise on the weekend.

3. A: What does Ken read ?  
B: Ken reads books.

4. A: What do you play ?  
B: We play board games with the kids.

5. A: Where do they run ?  
B: They run in the park.

6. A: Where does Tina watch TV ?  
B: Tina watches TV in her bedroom.

7. A: When do Mika and Sherri go to the movies ?  
B: Mika and Sherri go to the movies on Friday nights.

8. A: What do you listen to ?  
B: I listen to rock and pop.

9. A: When does Dan exercise ?  
B: Dan exercises in the morning.

# UNIT 7, LESSON 1 COUNT/NON-COUNT NOUNS; SOME AND ANY

**A**  07-02 Listen to the sentences. Are the nouns count or non-count? Check (✓) the correct box.

	1	2	3	4	5	6	7	8
Count noun	✓							
Non-count noun								

**B** Complete the sentences. Use *some* or *any*.

A: What's for breakfast?

B: Hmm. I don't know. Do we have any <sub>1</sub> eggs?

A: Yes, we do. There are some <sub>2</sub> eggs on the second shelf in the fridge.

B: I need some <sub>3</sub> butter and milk, too.

A: We have butter, but we don't have any <sub>4</sub> milk.

B: Oh. Hmm. Then I'll just make some <sub>5</sub> fruit salad.

A: We don't have any <sub>6</sub> fruit.

B: Yes, we do. There are some <sub>7</sub> bananas on the table.

A: Right. We *only* have bananas.

B: Never mind then. I'll just have some <sub>8</sub> coffee.

A: Well, I'm going shopping! We don't have any <sub>9</sub> food.

**C** Look at the check. Then answer the questions. Use *some* or *any*.

John's Café	GUEST CHECK	5 items	
Click an item to modify.	Check number	8818566	
<input checked="" type="checkbox"/> 2 carrot soup	 	\$8.00	
<input checked="" type="checkbox"/> 1 chicken sandwich (no onions)	 	\$7.25	
<input checked="" type="checkbox"/> 1 cheese sandwich (with tomatoes)	 	\$7.75	
<input checked="" type="checkbox"/> 1 shrimp	 	\$17.50	
<input checked="" type="checkbox"/> 2 potatoes (side)	 	\$6.00	
<b>TOTAL</b>		<b>\$46.50</b>	

1. A: Do they want pasta?  
B: No, they don't want any pasta.
2. A: Do they want onions on the chicken sandwich?  
B: \_\_\_\_\_
3. A: Do they want shrimp?  
B: \_\_\_\_\_
4. A: Do they want fish?  
B: \_\_\_\_\_
5. A: Do they want chicken soup?  
B: \_\_\_\_\_
6. A: Do they want tomatoes on the cheese sandwich?  
B: Yes, they want some tomatoes on the cheese sandwich.
7. A: Do they want potatoes?  
B: \_\_\_\_\_
8. A: Do they want dessert?  
B: \_\_\_\_\_

# UNIT 7, LESSON 3 CAN/COULD FOR REQUESTS; SOME AND ANY AS INDEFINITE PRONOUNS

## A Complete the messages. Use *some* or *any*.

Hi Frida, We need to buy food. I'm at the store. I want chicken for dinner.

Do we have some <sup>1</sup>?

How about pasta, do we have

any <sup>4</sup>?

No, I don't think we have any <sup>7</sup>.

I'll buy some <sup>8</sup>. Anything else?

Hey Andy, That's great. No, we don't have any <sup>2</sup>. You need to buy some <sup>3</sup>.

Yes, we have some <sup>5</sup>. I need milk for my coffee, do we have any <sup>6</sup>?

No, that's good. See you later.

## B Complete the conversations. Circle the correct word.

1. A: *Can I / Could you / Can we* help me?  
B: Yes, of course. What do you need?
2. A: *Can I / Could you / Can we* have a piece of cake, please?  
B: Sure, Mark. Here's a piece.
3. A: *Can I / Could you / Can we* bring the check?  
B: Sure. Here you go.
4. A: *Can we / Could you / Can I* cut the fruit?  
B: No, I don't have a knife.
5. A: *Can I / Could we / Could you* see the menus, please?  
B: Yes, ladies. Right away.

6. A: *Can we / Could I / Can you* come to the movies, too?  
B: You and Kayla? Sure. I have two extra tickets.
7. A: *Could you / Can I / Can we* have some tea?  
B: I'm sorry, Beth. There isn't any.
8. A: *Can I / Could you / Can we* finish your soup, please?  
B: It's too hot.
9. A: *Can we / Could I / Can you* have a burger, please?  
B: Oh, yes. Of course, sir.

## C 07-18 Listen to the questions. Complete the sentences.

1. Could I have some bread, please?
2.                  come to your party?
3.                  have a glass of water?
4.                  email me the picture?
5.                  get some vegetables?
6.                  order some dessert, please?
7.                  bring us some soup?
8.                  tell me the address of the restaurant?

# UNIT 8, LESSON 1 THERE IS / THERE ARE

## A 08-02 Listen to the questions. Circle the correct answer.

1. a. Yes, there is. b. Yes, there are.
2. a. No, there isn't. b. No, there aren't.
3. a. Yes, there is. b. Yes, there are.
4. a. No, there isn't. b. No, there aren't.
5. a. No, there isn't. b. No, there aren't.
6. a. Yes, there are. b. Yes, there is.
7. a. No, there aren't. b. No, there isn't.
8. a. Yes, there is. b. Yes, there are.

## B Complete the conversation. Use the correct form of *there is* / *there are*. Use contractions when possible.

A: Excuse me, is there <sup>1</sup> a shopping center near the hotel?

B: No,                  <sup>2</sup>. Can I help you with something?

A: Well, I need some clothes and other things, you know, like a toothbrush, shampoo, conditioner ...

B: Well,                  <sup>3</sup> a small store down the street from the hotel. But maybe                  <sup>4</sup> things like shampoo and conditioner in the hotel room.

A: No,                  <sup>5</sup> any deodorant, and                  <sup>6</sup> any combs or hairbrushes in the room.

B: Oh, well, take the bus to Midtown Crossing.                  <sup>7</sup> lots of stores there.

A: Oh, one more thing.                  <sup>8</sup> an ATM near here?

B: Yes,                  <sup>9</sup>. It's across from the hotel.

A: Thank you!

## C Look at the items in a hotel room. Write questions with *there is* or *there are*. Use the words in parentheses. Write short answers.

1. A: Are there toothbrushes?  
(toothbrushes)

B: Yes, there are.

2. A:                  <sup>?</sup>  
(deodorant)

B:                 .

3. A:                  <sup>?</sup>  
(shampoo)

B:                 .

4. A:                  <sup>?</sup>  
(body lotion)

B:                 .

5. A:                  <sup>?</sup>  
(razors)

B:                 .

6. A:                  <sup>?</sup>  
(soap)

B:                 .



7. A:                  <sup>?</sup>  
(combs)

B:                 .

8. A:                  <sup>?</sup>  
(shaving cream)

B:                 .

9. A:                  <sup>?</sup>  
(brushes)

B:                 .

# UNIT 8, LESSON 2 *LIKE, WANT, NEED* + INFINITIVES

**A** Complete the conversation. Use the correct form of *like*, *want*, or *need* and an infinitive. Use contractions when possible.

A: What do you want to do tomorrow?  
1 (want / do)

B: Well, I need / call my sister in the morning. Then I'm free.  
2 (need / call)

A: I want / go to the pool in the morning. like / exercise early.  
3 (want / go) 4 (like / exercise)

B: Perfect. We can meet after that.

A: What do you want to do?  
5 (want / do)

B: I want / go to a museum. Maybe the Museum of Fine Art.  
6 (want / go)

A: Um, no thanks. I not like / look at art.  
7 (not like / look)

B: Oh! We not need / go to an art museum. How about a science museum?  
8 (not need / go)

A: Oh, yes I want / visit the Museum of Science. I love science.  
9 (want / visit)

**B** Complete each sentence with the words in parentheses. Write affirmative or negative forms of *need*, *like*, or *want* + infinitive. Use contractions when possible.

1. You don't need to drive your car. We can take the subway.  
(need / drive)

2. I have a lot of work for tomorrow. I need to stay late.  
(need / stay)

3. Robert like / take elevators. He always takes the stairs.  
(like / take)

4. We need / bring lunch tomorrow. Our company always gets pizza on Friday for everyone!

5. Lucy always leaves for work early. She want to be late.  
(want / be)

6. They like / read the news. They watch the news online.  
(like / read)

7. Mack want / buy a new car. His old car doesn't work.  
(want / buy)

8. You need / go to bed early. The train leaves at 6:00 a.m. tomorrow.  
(need / go)

9. My wife and I eat out a lot. We like / cook.  
(like / cook)

**C** 08-09 Listen to the conversations. Complete the sentences. Use the words in parentheses. Write affirmative or negative forms. Use contractions when possible.

1. The woman needs to park her car.  
(need / park)
2. The man like / exercise in the morning.  
(like / exercise)
3. They want / go to the party.  
(want / go)
4. She like / run indoors.  
(like / run)
5. They want to eat out.  
(want / eat out)
6. The woman want / go for a walk in the evening.  
(want / go)
7. The man like / walk in the rain.  
(like / walk)
8. You need / pay for breakfast.  
(need / pay)

# UNIT 8, LESSON 3

## PREPOSITIONS OF PLACE: AT, ON, IN

**A**  08-16 Listen to the sentences. Which preposition do you hear? Check (✓) the correct box.

	1	2	3	4	5	6	7	8
at								
on	✓							
in								

**B** Complete the conversation. Write the correct prepositions: *at*, *on*, or *in*.

A: Hi, Jenn. Where are you?

B: Hi, Stuart. I'm still 1 school. I'm 2 the library. Where are you?

A: I'm 3 the bus stop, the one 4 the park.

A: Oh. Do you want to meet 5 the café?

B: Flo's Café 6 Second Avenue?

A: No, Buddy's, around the corner from school, 7 the neighborhood.

B: Sounds good.

A: Can we meet 8 the front of the café, 9 the left?

B: Sure. See you there.

**C** Write sentences, using the words in parentheses. Use the correct form of the verb.  
Add the correct preposition: *at*, *on*, or *in*.

1. \_\_\_\_\_ **She lives in California**  
(she / live / California)
2. \_\_\_\_\_  
(the car / be / the garage)
3. \_\_\_\_\_  
(Tara / live / Korea)
4. \_\_\_\_\_  
(we / work / the third floor)
5. \_\_\_\_\_  
(I / see / Sara / the bus stop)
6. \_\_\_\_\_  
(there / be / an ATM / the corner)
7. \_\_\_\_\_  
(the Chens / live / Sunset Drive)
8. \_\_\_\_\_  
(Louis / run / the park)
9. \_\_\_\_\_  
(the bank / be / 10 Elm Street)

# UNIT 9, LESSON 1 POSSESSIVE NOUNS; THIS / THAT / THESE / THOSE

**A**  09-02 Listen to the conversation. Write *this*, *that*, *these*, or *those* before each word.

1. <u>  this  </u> desk	4. <u>            </u> window	7. <u>            </u> lamps
2. <u>            </u> chairs	5. <u>            </u> computers	8. <u>            </u> office
3. <u>            </u> file cabinet	6. <u>            </u> boxes	9. <u>            </u> phone

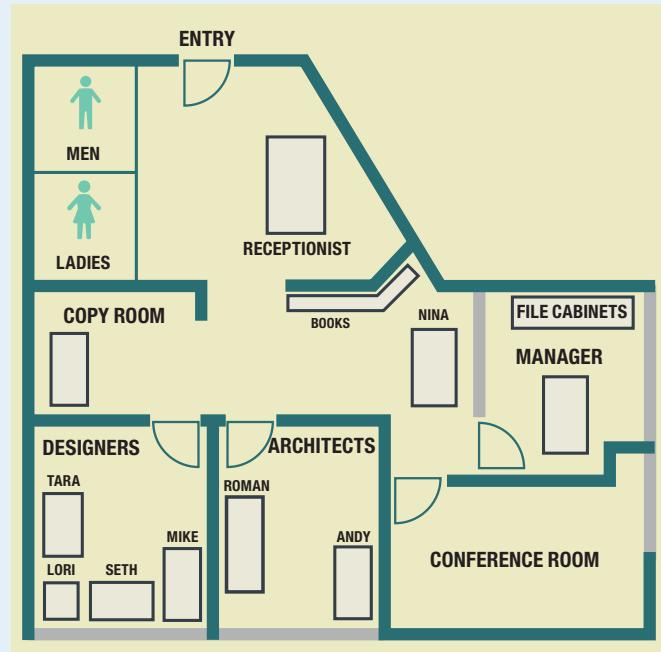
**B** Complete the sentences. Use the possessive form of the words in parentheses.

1. What's the                  name?  
(doctor)
2. Do you have                  email address?  
(Nick)
3. Where are the                  jackets?  
(boys)
4. Is this the                  office?  
(accountant)
5. Where can I find the                  toys?  
(children)
6. Do you know all the                  names?  
(students)
7. I never read                  opinions online.  
(people)
8. Where's                  car?  
(Dad)
9. Is that your                  skirt?  
(sister)

**C** Look at the floor plan. Complete the sentences with the possessive form of the words from the box.

architects    designers    ladies    Lori    manager    men    receptionist    Roman    Nina    Tara

1. Tara's desk is near the copy room.
2. The              room and the              room are across from the receptionist.
3. The              desk is very big.
4. The              office is next to the copy room.
5.              desk is very small.
6. The              office has two desks.
7. In the architect's office,              desk is near the door.
8. There are file cabinets in the              office.
9. The books are in front of              desk.



# UNIT 9, LESSON 2

## PRESENT CONTINUOUS: STATEMENTS AND QUESTIONS

**A**  09-10 Listen to the questions. Circle the correct answer.

1. a. I'm reading the news.      b. I read the news.
2. a. Yes, I am.      b. Yes, I do.
3. a. Yes, it works.      b. Yes, it's working.
4. a. No, I'm not texting.      b. No, I don't text.
5. a. He's going to the store.      b. He goes to the store.
6. a. No, it doesn't rain much.      b. No, it's not raining now.
7. a. No, I don't.      b. No, I'm not.
8. a. I watch movies.      b. I'm watching movies.

**B** Complete the messages with the present continuous. Use the words in parentheses. Use contractions when possible.

Hey, what are you doing ?  
1 (you / do)

4 (you / do) everything right?

Maybe change the settings?

Well, I 8 (print) my homework.  
Email me your homework. I can print it for you.

I 2 (try) to print my homework.  
The paper 3 (not / come out)

Yes, I am. I 5 (click) print,  
then OK. It 6 (not / work).

7 (change) them now.  
Still the same.

Really? Oh, thank you! I  
9 (send) it right now.

**C** Complete the conversations. Notice the underlined word or phrase in the answer. Then write a *wh-* question.

1. A: What is he using ?      B: He's using the keyboard.
2. A: What are they doing ?      B: They're fixing the WiFi.
3. A: What is she doing ?      B: She's texting her sister.
4. A: Where are we going ?      B: We're going to the library.
5. A: What is he wearing ?      B: He's wearing a jacket because it's cold.
6. A: What is she doing ?      B: She's walking to the subway.
7. A: Who is Leo teaching ?      B: Leo is teaching math.
8. A: Who is driving ?      B: I'm driving Charlie and Owen.
9. A: Who is leaving ?      B: Cole is leaving because he has a class.

# UNIT 9, LESSON 3 ADVERBS OF FREQUENCY

**A** Complete the sentences. Use the prompts.

1. I sometimes take a shower (take a shower / sometimes) at the gym.
2. She goes to bed (goes to bed / rarely) before midnight.
3. Ed brushes his teeth (brushes his teeth / always) after lunch.
4. The students read books (read books / often) on their tablets.
5. They eat pizza (eat pizza / sometimes).
6. eat dinner (eat dinner / never / you and Katya) together.
7. rarely / it / rains in Arizona.
8. leave the house (leave the house / usually / I) at 7:40.
9. always / you / call me (always / you / call me) at a bad time!

**B** Complete the sentences using the adverbs of frequency: *always*, *often*, *rarely*, or *never*.

1. Paula works very hard. She only relaxes a few hours on Sundays.  
Paula rarely relaxes.
2. Peter eats lunch at a restaurant every Tuesday and Thursday.  
Peter eats lunch at a restaurant.
3. Marc only runs at the gym. He doesn't like to run in the park.  
Marc runs in the park.
4. Yuan goes to bed late every night.  
Yuan goes to bed late.
5. Yummi eats breakfast every morning, before she goes to work.  
Yummi eats breakfast.
6. Hana only goes out for dinner on the first Friday of every month.  
Hana goes out for dinner.
7. Tito never shops in stores. He only shops online.  
Tito shops online.

**C**  09-18 Listen to Ben describe his day. Circle the correct word to complete each sentence.

1. He never / *sometimes* wakes up at 8:00 Monday to Friday.
2. He never / *always* takes the bus.
3. He never / *rarely* eats breakfast.
4. He usually / *sometimes* wears a jacket and tie to work.
5. He often / *rarely* travels for work.
6. He usually / *never* goes out for lunch.
7. He rarely / *usually* stays at work late.
8. He always / *sometimes* goes to the gym after work.

# UNIT 10, LESSON 1 SIMPLE PAST WITH BE

## A 10-02 Listen to the questions. Circle the correct answer.

1. a. Yes, it was.      b. No, they weren't.
2. a. Yes, I was.      b. In 2013.
3. a. No, it isn't.      b. Yes, it was.
4. a. No, it wasn't.      b. Karl.
5. a. Yes, they were.      b. Yes, it was.
6. a. Last weekend.      b. On Main Street.
7. a. No, it wasn't.      b. Yes, it is.
8. a. No, he wasn't.      b. Yes, they were.

## B Complete the conversation. Write was or were.

A: Where were <sub>1</sub> you last night?

B: The theater.

A: Oh. was <sub>2</sub> it good?

B: Yes, it really was <sub>3</sub>!

A: Really? What was the play?

B: *Romeo and Juliet*.

A: Cool. were <sub>4</sub> you there with friends?

B: Yes, I were <sub>5</sub>. Max, Amy, and Ryan were <sub>6</sub> there.

A: Fun. Was <sub>7</sub> Sam there, too?

B: Sam was <sub>8</sub> actually *in* the play.

A: Really! Wow!

B: Yes. He was Romeo! We were <sub>9</sub> really excited.

## C Complete the conversation. Write questions with was or were, using the words in parentheses.

1. A: Was the weather good <sub>(the weather / good)</sub> ? B: Yes, it was.

2. A: Was your weekend good <sub>(how / your weekend)</sub> ? B: Good, thanks!

3. A: Were you at home <sub>(you / home)</sub> ? B: No, I wasn't. I was on a bike trip.

4. A: Where were you <sub>(where / the bike trip)</sub> ? B: In Accord, New York.

5. A: Were you at Pine Park <sub>(you / at Pine Park)</sub> ? B: Yes, we were.

6. A: Was it beautiful <sub>(it / beautiful)</sub> ? B: Yes, it was.

7. A: Who was with you <sub>(who / with you)</sub> ? B: Terri, Josh, Taylor, and some other people.

8. A: Was it relaxing <sub>(it / relaxing)</sub> ? B: Yes, it was. But I was tired!!

9. A: Why were you tired <sub>(why / you tired)</sub> ? B: Because we were on our bikes all day!

# UNIT 10, LESSON 2 SIMPLE PAST: STATEMENTS AND YES/NO QUESTIONS

## A 10-07 Listen to the questions. Circle the correct answer.

1. a. No, he doesn't. **b.** No, he didn't.
2. a. Yes, she does. b. Yes, she did.
3. a. No, they don't. b. No, they didn't.
4. a. Yes, we do. b. Yes, we did.
5. a. No, you didn't. b. No, you don't.
6. a. Yes, I did. b. Yes, I do.
7. a. Yes, it does. b. Yes, it did.
8. a. No, we didn't. b. No, we don't.

## B Complete the conversation. Use the simple past form of the verbs in parentheses.

A: Hey, Marta. Are you OK?

B: Yeah, I'm just tired!

A: Oh, too much fun this weekend?

Did you dance all night?  
1 (you / dance)

B: No, I didn't. I stayed home  
and cleaned the house!  
2 (stay)  
3 (clean)

A: All weekend?

B: Well, I washed in the yard,  
too. And I washed two cars  
5 (wash)  
and two dogs!

A: Did you cook, too?  
6 (you / cook)

B: No, I didn't. Not in my clean kitchen!  
How was your weekend?

A: I visited my friends  
7 (visit)  
in the city.

B: Did you go out?

A: Yes, we did.

B: So you danced all night!  
9 (dance)

A: Yes, I did. It was great!

## C Look at the list of things to do on Nazir's phone. Which things did he finish today? Write yes/no questions and answers. Use the words in parentheses.

1. A: Did Nazir return the books to the library?  
(return the books to library)

B: Yes, he returned the books to the library.

2. A: Did Nazir call his parents?  
(call his parents)

B:

3. A: Did Nazir paint the garage?  
(paint the garage)

B:

4. A: Did Nazir clean the kitchen?  
(clean the kitchen)

B:

5. A: Did Nazir wash the car?  
(wash the car)

B:

6. A: Did Nazir help Annie with homework?  
(help Annie with homework)

B:

7. A: Did Nazir work in the yard?  
(work in the yard)

B:

8. A: Did Nazir fix the computer?  
(fix the computer)

B:



# UNIT 10, LESSON 3 SIMPLE PAST: WH- QUESTIONS AND IRREGULAR VERBS

**A** 10-15 Listen to the sentences. Are they in the present or past? Check (✓) the correct box.

	1	2	3	4	5	6	7	8
Present			✓		✓		✓	
Past	✓	✓		✓		✓		✓

**B** Complete the email. Use the correct form of the verbs in parentheses.

New email

From: Tanya Hart To: Melissa@georgio.com Mom Gina@Home.com Date: August 3

Hi, all.

We came back from vacation last night. It was great! We flew  
1 (fly)  
 to Madrid and then we took the train to Portugal.  
 We see so many things along the way. The ocean in  
3 (see)  
 Portugal was beautiful. We swim every day. One day  
4 (swim)  
 we go shopping. We meet some great  
5 (go) 6 (meet)  
 people. Everyone was kind and friendly and made us feel at  
 home. The food was so good! In Portugal we eat  
7 (eat)  
 a lot of fish. I even get lessons on how to cook  
8 (get)  
 fish! We really have a relaxing vacation!  
9 (have)

Have a look: [VacationPics / Tom&Tanya](#).

Love, Tanya



**C** Complete the conversations. Notice the underlined word or phrase in the answer.

Then write a wh- question.

1. A: Where did you go to school? B: I went to school in Cali.
2. A: \_\_\_\_\_ ? B: I met the manager.
3. A: \_\_\_\_\_ ? B: They went to Canada.
4. A: \_\_\_\_\_ ? B: I gave Sue my notes because she needs to study.
5. A: \_\_\_\_\_ ? B: I took photographs on vacation last month.
6. A: \_\_\_\_\_ ? B: I came by car.
7. A: \_\_\_\_\_ ? B: I bought the sweater online.
8. A: \_\_\_\_\_ ? B: I took Mr. Potter to the airport.
9. A: \_\_\_\_\_ ? B: Sara ate an apple.



# REFERENCES

## ALPHABET

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

## CARDINAL NUMBERS

1 one	2 two	3 three	4 four	5 five	6 six	7 seven	8 eight	9 nine	10 ten
11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty
21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four	25 twenty-five					
30 thirty	40 forty	50 fifty	60 sixty	70 seventy	80 eighty	90 ninety			
100 one hundred	200 two hundred	300 three hundred	400 four hundred	500 five hundred	600 six hundred	700 seven hundred	800 eight hundred	900 nine hundred	

1,000 one thousand	5,000 five thousand	10,000 ten thousand
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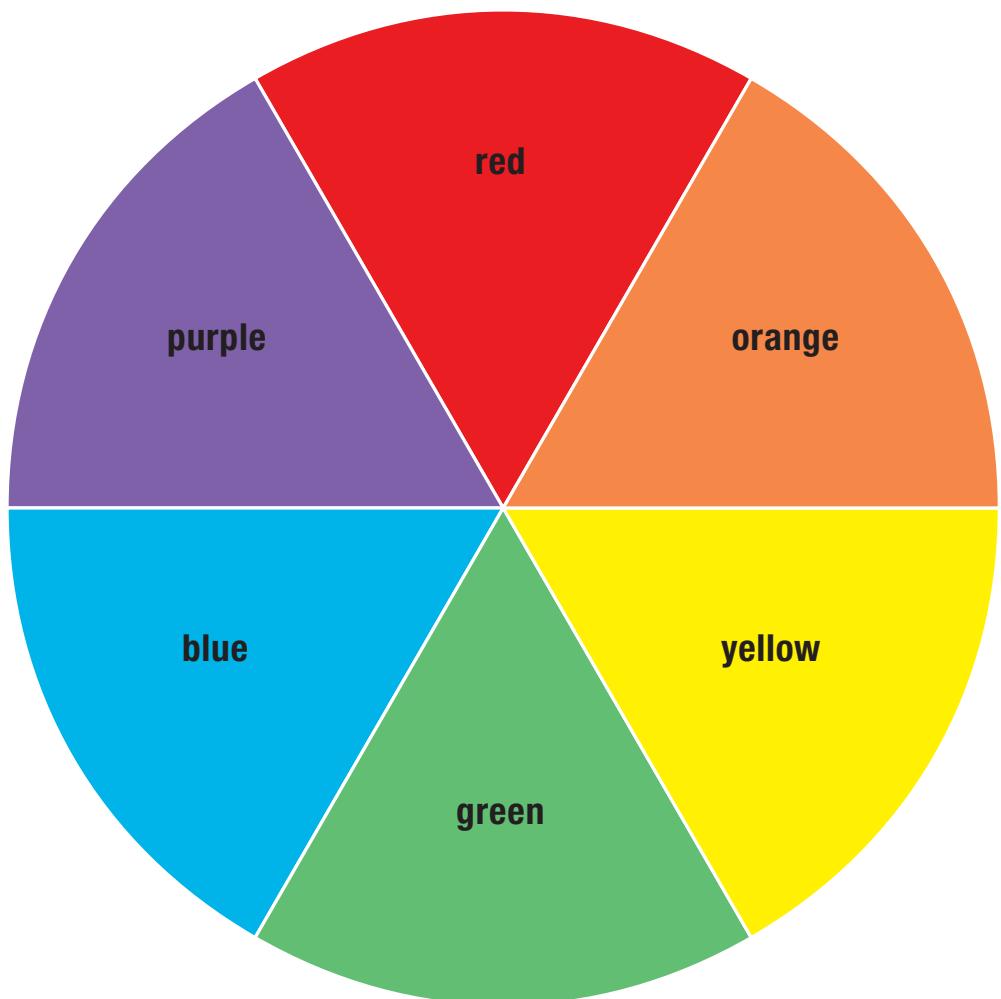
100,000 one hundred thousand	
1,000,000 one million	
1,000,000,000 one billion	

## ►04-02 ORDINAL NUMBERS

<b>1<sup>st</sup></b> first	<b>2<sup>nd</sup></b> second	<b>3<sup>rd</sup></b> third	<b>4<sup>th</sup></b> fourth	<b>5<sup>th</sup></b> fifth
<b>6<sup>th</sup></b> sixth	<b>7<sup>th</sup></b> seventh	<b>8<sup>th</sup></b> eighth	<b>9<sup>th</sup></b> ninth	<b>10<sup>th</sup></b> tenth
<b>11<sup>th</sup></b> eleventh	<b>12<sup>th</sup></b> twelfth	<b>13<sup>th</sup></b> thirteenth	<b>14<sup>th</sup></b> fourteenth	<b>15<sup>th</sup></b> fifteenth
<b>16<sup>th</sup></b> sixteenth	<b>17<sup>th</sup></b> seventeenth	<b>18<sup>th</sup></b> eighteenth	<b>19<sup>th</sup></b> nineteenth	<b>20<sup>th</sup></b> twentieth
<b>21<sup>st</sup></b> twenty-first	<b>22<sup>nd</sup></b> twenty-second	<b>23<sup>rd</sup></b> twenty-third	<b>24<sup>th</sup></b> twenty-fourth	<b>25<sup>th</sup></b> twenty-fifth
<b>26<sup>th</sup></b> twenty-sixth	<b>27<sup>th</sup></b> twenty-seventh	<b>28<sup>th</sup></b> twenty-eighth	<b>29<sup>th</sup></b> twenty-ninth	<b>30<sup>th</sup></b> thirtieth
<b>40<sup>th</sup></b> fortieth	<b>50<sup>th</sup></b> fiftieth	<b>60<sup>th</sup></b> sixtieth	<b>70<sup>th</sup></b> seventieth	<b>80<sup>th</sup></b> eightieth
<b>90<sup>th</sup></b> ninetieth	<b>100<sup>th</sup></b> hundredth			

## ►04-03 MONTHS OF THE YEAR





black



gray



brown



white



pink



khaki

# AUDIO SCRIPTS

## UNIT 1

### Page 6, Ex. 3A

1. How are you?
2. Good morning!
3. Good-bye!
4. Nice to meet you.
5. Hi!
6. Bye!

### Page 7, Ex. 5A

Cole: Good morning!

Tina: Good morning!

Cole: Are you ready for breakfast?

Tina: Yep

Cole: Great! Come on. Right over here. Oh, I'm so sorry. It's my boss. I'll be right back!

Tina: Oh, OK. Bye!

Ester: Hi!

Ester: Hello. I'm Ester Silva.

Tina: Hi! I'm Tina Adams. Nice to meet you.

Este: I'm sorry. What's your last name again?

Tina: Adams.

Ester: Oh, OK. Adams. It's nice to meet you, too! You're new, aren't you?

Tina: Yes, I am. I don't know anyone!

Ester: Well don't even—

Voice off-screen: Hi, Ester!

Ester: Oh hi, Alison! How are you?

Voice off-screen: Fine! And you?

Ester: I'm fine.

Voice off-screen: Hi, Ester! Hey, Ester! Hi!

Ester: Hi, guys!

Tina: Wow, you're popular, aren't you?

Ester: Yeah. Don't worry about it. You'll know everyone soon!

### Page 7, Exs. 5B and 5C

Ester: Hello. I'm Ester Silva.

Tina: Hi! I'm Tina Adams. Nice to meet you.

Ester: I'm sorry, what's your last name again?

Tina: Adams.

Ester: Oh, OK. Adams. It's nice to meet you, too!

### Page 105, Grammar, Ex. C

1. You're good doctors.
2. I'm Dennis Andrews.
3. They're managers.
4. We're teachers.
5. It's a nice name.
6. You're an engineer.
7. She's an illustrator.
8. He's an accountant.

### Page 9, Ex. 4A

Cole: Good morning. How are you doing?

Tina: Hi, Cole. I'm great—happy to be here! How are you?

Cole: Good, I'm good. Ready to get to work?

Tina: I am!

Cole: Great. Well, let me show you around the office.

Tina: Sounds good.

Cole: My desk is over there. Come see me if you need anything. Your desk is over here.

Tina: Ah, Ok, thanks.

Cole: Just let me know if you need anything else. Oh! And this is Ester. She's a social media manager. Ester, this is Tina. She's a new illustrator.

Tina: Hey, Ester!

Ester: Hey, look at that! We're neighbors! Tina and I are old friends.

### Page 9, Exs. 4B and 4C

Cole: Tina, this is Ester. She's a social media manager.

And Ester, this is Tina. She's an illustrator.

Tina: Hi, Ester. Nice to meet you.

Ester: Hi, Tina. Nice to meet you, too.

### Page 106, Grammar, Ex. A

1. We need blue pens.
2. You have a great printer.
3. Emma has an old cell phone.
4. Tom needs nice chairs.
5. We need office supplies.
6. I have a great computer.
7. They have yellow notepads.
8. You need a new desk.

## Page 11, Ex. 3A

Do you need office supplies? Come to Everything Office! We have hundreds of pencils and pens. Blue pens, red pens, green pens, we've got them all. And we have sticky notes of every color!

Everything Office can fill all of your technology needs! Our tech department has the best computers and printers. And is your cell phone getting old? We have ALL the new cell phones! Everything Office is your best stop for office furniture. Need a new chair? We have LOTS of chairs! A new desk? We have great desks. Everything Office is the place for you. Because We. Have. Everything!

## Page 12, Ex. 1A

United States of America

Mexico

Brazil

Bolivia

France

China

Japan

United Arab Emirates

India

## Page 12, Ex. 3A

1. This is Ester Silva. She's a social media manager. Her email address is ester dot silva at TSWmedia dot com. She works in New York City in the United States. Her phone number is 212 555-8575.
2. This is Tina Adams. She's an illustrator. Her email address is tina dot adams at TSWmedia dot com. She works in New York City in the United States. Her phone number is 212 555 8205.
3. This is Pedro Campos. He's a photographer. His email address is pedro dot campos at TSWmedia dot com. He works in Mexico City, Mexico. His phone number is 011 52 555 4321.

## Page 14, Ex. 1A

Fumi: Hello! My name is Fumi. I'm an illustrator at The Art Company in Tokyo, Japan. I'm also a student. I study English. In my office I have a desk, a computer, notepads, pencils, a phone, and pens.

## UNIT 2

### Page 107, Grammar, Ex. A

1. Simon is my father.
2. Her brother is Eric Stone.
3. Andrew and Jim are their sons.
4. Minnie is our grandmother.
5. Pete is his brother.
6. Their last name is Mason.
7. Our last name is Wilson.
8. What's your last name?
9. His sister is Rita.

### Page 17, Ex. 4A

Ester: Hi, Pedro! Long time no see!

Pedro: Ester! Nice to see you again! How are you doing?

Ester: I'm doing well! How are you?

Pedro: I'm good.

Ester: I guess you're here to take pictures again.

Pedro: Yep. It's nice to be here.

Ester: Looking at photos now?

Pedro: Uh-huh. But these aren't for work. They're my own photos. Want to see?

Ester: I'd love to! Who are they? Are they your brothers?

Pedro: No, they're my friends. That's my brother.

Ester: I see! What's his name?

Pedro: His name is Eddy.

Ester: Who's that?

Pedro: That's my father.

Ester: Oh! What's his name?

Pedro: Eddy.

Ester: Nice photo! Is that your grandfather?

Pedro: Yep. His name is Eddy, too. And this is my sister. Her name is—

Ester: Wait. Let me guess! Eddy?

Pedro: No. Her name is Amelia.

Ester: That's good!

### Page 17, Exs. 4B and 4C

Ester: Who's that?

Pedro: That's my father.

Ester: Oh! What's his name?

Pedro: His name is Eddy.

Ester: And who's that?

Pedro: That's my sister. Her name is Amelia.

### **Page 18, Ex. 1B**

1. This is a picture of Tom and his girlfriend, May.
2. That's Lena and her husband. His name is Luis.
3. That's Bill and his ex-wife Amy.
4. That's Ari. He's not married.
5. Ken and Katy work at ABC Company.
6. Ben and Pia are married.

### **Page 108, Grammar, Ex. A**

1. You're a great teacher.
2. He isn't a doctor.
3. We're not married.
4. They're friends.
5. She's my grandmother.
6. I'm not a good student.
7. You're a great chef.
8. He's not my boyfriend.

### **Page 19, Ex. 3A**

Ester: This is my family.  
Pedro: Nice! Is that your mother?  
Ester: No, she's my grandmother! This is my mother.  
Pedro: Really?. And are those your sisters?  
Ester: Yep. All four of them.  
Pedro: Wow. Four?  
Ester: Yep. And they're all married. These are their children.  
Pedro: Aw. What a beautiful family. So, no brothers?  
Ester: Oh yeah .... This is my brother.  
Pedro: Ah. Is he married, too?  
Ester: No! He's only 17. He's a high school student.  
Pedro: Oh, and that's you. Is that your husband?  
Ester: No, he's my boyfriend. His name is Eddy.  
Pedro: What?  
Ester: Oh no, just kidding. His name is Pedro.

### **Page 19, Exs. 3B and 3C**

Ester: This is my family.  
Pedro: Really? Are those your sisters?  
Ester: Yes, they are.  
Pedro: And is he your brother?  
Ester: No, he isn't. He's my boyfriend.

### **Page 109, Grammar, Ex. A**

1. My cousins live in Italy.
2. Jack lives in an apartment with his brother.
3. Sandra works for her father.
4. We live in a large city.
5. Mike and Sofia work with me.
6. Abbey lives in Rio de Janeiro.
7. They work at a language school.
8. He works in Toronto.

### **Page 21, Ex. 4A**

Pedro: So, is your family in New York City?  
Ester: No, my mom and dad and my brother live in Brazil.  
Pedro: Oh, that's far.  
Ester: But I have one sister in New York. She and her husband work for Super Cola.  
Pedro: Really? That's a good company!  
Ester: Yeah, it is. In fact ... Look—this is my uncle. He lives in Florida, and he also works for Super Cola.  
Pedro: Oh yeah?  
Ester: Yeah. He's a general manager. He has three children, and they all work there, too.  
Pedro: Wow! Why don't YOU work at Super Cola?  
Ester: I have a good job here!

### **Page 21, Exs. 4B and 4C**

Ester: This is my uncle.  
He lives in Florida, and he works for Super Cola.  
Pedro: Really? Super Cola is a good company.  
Ester: Yeah, it is. My uncle is a general manager. He has three kids, and they all work there, too.

### **Page 24, Ex. 1A**

Rafael: Hi. It's Rafael. I want to show you some of my friends. This is Leo. He lives in Bolivia. He's a doctor. He's single. These are my friends Tom and Lisa. They're married. They live in New York City. Tom is an architect and Lisa is an engineer. And this is my good friend Frida. She's single and she lives in Mexico. She's a teacher.

## UNIT 3

### Page 26, Ex. 1B

1. (SFX: dishes clinking)  
A: This is really good, Joanne.  
B: Thank you!
2. (SFX: water in shower)  
Where's the hot water?
3. (SFX: snoring and alarm clock ringing)  
A: Good morning!  
B: Good morning.
4. (SFX: people cheering)  
Sports announcer: Goal!  
Voices: Yes! (celebrating the goal)
5. (SFX: food frying)  
A: Mmm. What are you doing?  
B: I'm cooking!
6. (SFX: birds chirping)  
A: It's beautiful out here.  
B: Thank you.

### Page 110, Grammar, Ex. A

A: Hey, Tracey, How's your new apartment?  
B: Oh, it's a great place, Marco.  
A: Where is it? Is it on a nice street?  
B: Yes, it is.  
A: Is it a big apartment?  
B: Not really. We just have one small bedroom, a living room, and a kitchen.  
A: That's OK.  
B: Yeah. But there's a large balcony!  
A: Sounds great!

### Page 27, Ex. 3C

It's a beautiful apartment.  
It has a great kitchen, but no closets.  
It has a balcony, but no garage.

### Page 27, Ex. 4A

Cole: Hey, Dan! Welcome!  
Dan: Nice to see you.  
Cole: How's everything? How's the new baby?  
How's your family?  
Dan: They're great! And yours?  
Cole: Good, good. You're here for three weeks, right?  
Dan: Yeah. Three weeks.  
Cole: That's a long time! Are you in a hotel?  
Dan: No, I'm house-sitting for a friend. He's on vacation, so I have the whole house to myself.  
Cole: Cool! Is it nice?  
Dan: Yeah. It's a little far from here, but it's very nice.

Cole: That's great.  
Dan: But it's really small.  
Cole: Mmm, too bad.  
Dan: Yeah. It only has five bedrooms and three bathrooms.  
Cole: What!!!! Five bedrooms and three bathrooms? Wow!  
Dan: Yeah and it has a beautiful living room and a GREAT kitchen.  
Cole: Oh.  
Dan: This morning I got lost looking for it! I walked around the house for five minutes!  
Cole: HA HA! Very funny!

### Page 27, Exs. 4B and 4C

Cole: Is the house nice?  
Dan: Yes, it is. It has a big living room.  
Cole: Oh yeah?  
Dan: Yeah, and a great dining room, but the bedroom is small.  
Cole: Oh, that's too bad.

### Page 111, Grammar, Ex. A

1. The house is across from the library.
2. The house is next to the bank.
3. The house is around the corner from the park.
4. The house is near the shopping center.
5. The house is down the street from the bank.
6. The house is between the library and the hospital.

### Page 29, Ex. 4A

Dan: These designs look really great, Tina.  
Tina: Thanks!  
Dan: I'm glad you're working here now.  
Tina: Me, too. I'm happy to be here.  
Tina: So, I hear you're house-sitting in a big house.  
Dan: Yeah it's a great house and it's in a nice neighborhood.  
Tina: Yeah? What's it like?  
Dan: Umm. There's a big park near the house.  
Tina: That sounds great.  
Dan: Yeah, and there's a coffee shop across from the park.  
Tina: Wonderful!  
Dan: And there's a fantastic restaurant next to the coffee shop!  
Tina: It sounds perfect!  
Dan: Well ... it's not perfect. There's no supermarket, and I don't have a car.  
Tina: Oh, no!

Dan: Yeah ... there is a bus stop next to the house. I guess I can take the bus ...  
 Tina: Yeah, or call a cab or car service.  
 Dan: Yeah ... Or ... maybe I'll just eat at the restaurant every day!

### Page 29, Exs. 4B and 4C

Tina: So, I hear you're house-sitting in a big house?  
 Dan: Yes, it's a great house and it's in a nice neighborhood.  
 Tina: Yeah? What's it like?  
 Dan: There's a big park near the house.  
 Tina: Sounds great!  
 Dan: And there's a coffee shop across from the park.

### Page 112, Grammar, Ex. C

1. The pots are under the sink.
2. The pen is in front of the glass.
3. The knife is on the table.
4. The fork is behind the cup.
5. The microwave is over the stove.
6. The plates are in the sink.

### Page 31, Exs. 4A and 4B

1. Dan: Hey, Mike. This is Dan. The house is great, thank you so much. But I wanted a glass of water, and I can't find a glass anywhere. Where are your glasses?  
 Mike: It's Mike. Glad you like the house. The glasses are over the sink. Call me if you need anything else!

2. Dan: Hey, it's me again. I found the glasses. But now I want to make some eggs, and I can't find a pan. Where are the pans?  
 Mike: Hey, Dan. The pans are in the oven—there's one big one in there, and two small ones.

3. Dan: Hi, Mike—I got a pan, thank you. But now my food is ready and I'm looking for a plate! This kitchen is so big I can't find anything! Where are the plates?  
 Mike: Hi, Dan—Yeah ... it is a big kitchen. The plates are next to the refrigerator.

4. Dan: Hey, Mike. Dan again. I made some coffee. It smells great. I really want to drink it. But where are the cups?  
 Mike: Dan! It's Mike. Sorry about that! The cups are under the microwave.

5. Dan: Hi, Mike. Sorry I keep calling ... but where are the knives? I see forks and spoons, but no knives!

Mike: Hey Dan, don't worry about calling. Call anytime! ... But the knives are right in front of you on the kitchen table! Maybe you need more coffee!

### Page 34, Ex. 1A

Pilar: Hi. My name is Pilar. This is my bedroom. It's small but it has everything that I need. Here's my desk. This is where I do my homework. Here's a lamp and that's my computer on the desk. Next to the desk is my bed. Then there's a dresser. It's between the bed and the closet. That's my new rug. I really like it.

## UNIT 4

### Page 36, Ex. 1B

Sunday  
 Monday  
 Tuesday  
 Wednesday  
 Thursday  
 Friday  
 Saturday

### Page 36, Ex. 1D

October 1 <sup>st</sup>	October 12 <sup>th</sup>	October 23 <sup>rd</sup>
October 2 <sup>nd</sup>	October 13 <sup>th</sup>	October 24 <sup>th</sup>
October 3 <sup>rd</sup>	October 14 <sup>th</sup>	October 25 <sup>th</sup>
October 4 <sup>th</sup>	October 15 <sup>th</sup>	October 26 <sup>th</sup>
October 5 <sup>th</sup>	October 16 <sup>th</sup>	October 27 <sup>th</sup>
October 6 <sup>th</sup>	October 17 <sup>th</sup>	October 28 <sup>th</sup>
October 7 <sup>th</sup>	October 18 <sup>th</sup>	October 29 <sup>th</sup>
October 8 <sup>th</sup>	October 19 <sup>th</sup>	October 30 <sup>th</sup>
October 9 <sup>th</sup>	October 20 <sup>th</sup>	October 31 <sup>st</sup>
October 10 <sup>th</sup>	October 21 <sup>st</sup>	
October 11 <sup>th</sup>	October 22 <sup>nd</sup>	

### Page 36, Ex. 1E

1. A: When is your birthday?  
 B: It's June 3<sup>rd</sup>. Come to my party!
2. A: My birthday is in August.  
 B: Me, too! On August 5<sup>th</sup>.  
 C: Me, too!
3. A: Is your birthday next week?  
 B: Yeah, it is. It's on Tuesday—April 12<sup>th</sup>
4. A: When's your birthday?  
 B: May 1<sup>st</sup>. It's on a Thursday this year.
5. A: Your birthday is coming up, isn't it?  
 B: Yep. January 28<sup>th</sup>.

6. A: Hey, come to my birthday party!  
B: When is it?  
A: Next Friday. December 30<sup>th</sup>.
7. A: I don't have a birthday this year.  
B: What!?  
A: Yep. My birthday is February 29th.  
B: Aw, too bad!
8. A: Happy birthday!  
B: Thanks, but it's tomorrow. It's on July 7<sup>th</sup>.  
A: Oops. Well, happy birthday tomorrow!
9. A: Hey, when is your birthday?  
B: October 22<sup>nd</sup>. Why?  
A: Oh, no reason.

### Page 113, Grammar, Ex. C

1. Hi, Mike. The party is at 7:30. See you there.
2. Hi, Ann. It's Sheila. My classes are in the morning today. Talk to you later.
3. Hey, Sis. Dad's birthday is on Monday. Don't forget!
4. Hi, Jeff. Both meetings are in the afternoon. I can't be there. Sorry!
5. Gina, the test is on Friday. Call me.
6. Hello, Brian. There's a class on January 3. Let's meet soon.
7. This is Dr. Conner's office. You have an appointment tomorrow at 11:00.
8. Honey, I'm at work late today. Office hours are from 9:00 to 7:00.

### Page 37, Ex. 4A

Yusef: Dan?

Dan: Hey, Yusef! Great to see you!

Yusef: You, too! What are you doing here?

Dan: Oh, there's a new project. I'm here for three weeks. How about you?

Yusef: I'm just here for a couple of days. Then I'm off to San Francisco and then home. But I'm coming back here for the Leadership Conference.

Dan: Oh, when's the conference?

Yusef: It's from October fifteenth to the seventeenth.

Dan: Oh, yeah, that's really soon.

Yusef: I arrive on Monday the fourteenth. And the conference is Tuesday through Thursday.

Dan: Whoa! That's only two weeks from now! That's a lot of traveling!

Yusef: Good thing I can work on the plane.

Dan: I think you'll need to sleep on the plane!

### Page 37, Exs. 4B and 4C

Dan: When is the conference?

Yusef: It's from October fifteenth to the seventeenth.

Dan: That's really soon.

Yusef: Yeah, it's from Tuesday to Thursday.

Dan: Oh, that's in two weeks.

### Page 38, Exs. 2B and 2C

1. A: Let's do a video call.  
B: OK. How about four fifteen on Thursday?  
A: I'm sorry, what time?  
B: Four-fifteen on Thursday.
2. A: Where is the meeting?  
B: It's in Room C at three-thirty.  
A: I'm sorry, what time?  
B: Three-thirty.
3. A: Hey, I need to talk to you.  
B: Well, I have a break at ten thirty, and then I'm busy until 6:00. I'm in a meeting for the rest of the day.  
A: I'm sorry. When is your break?  
B: Ten-thirty.
4. A: Are you ready for lunch?  
B: Umm. Give me until 12:15.  
A: Until what time?  
B: 12:15?  
A: Okaaay. But I'm hungry now!
5. A: Hi, This is Jim, I'm not home right now. Please leave a message.  
B: Hi Jim, this is Karen. Do you have time to meet at 7:30 tomorrow? On Tuesday. Let me know. Thanks.
6. A: Hey, do you have time to talk about work?  
B: No, I'm about to leave. Can you call me tomorrow?  
A: Sure. What time is good for you?  
B: 9 AM?  
A: Okay, I'll call you.

### Page 39, Ex. 3B

1. A: How old is his sister?  
B: She's 18.
2. A: Is it Joe's birthday?  
B: Yes. He's 60 today.
3. A: Where is the meeting?  
B: It's in Room 70.
4. A: Let's have dinner at Café Solo.  
B: Is that on 14th Street?
5. A: What time is the train?  
B: It's at 2:15.
6. A: When's the party?  
B: It's on June 30th.

1. She's 18.
2. He's 60 today.
3. It's in Room 70.
4. Is that on 14th Street?
5. It's at 2:15
6. It's on June 30th.

### Page 39, Ex. 4A

Dan: You're here until Thursday, right?  
 Yusef: Yep. I leave Thursday afternoon. We should get together.  
 Dan: Definitely! Are you free for lunch tomorrow?  
 Yusef: Sure! What time?  
 Dan: How about 1 o'clock?  
 Yusef: Um. I'm sorry, I have a meeting from 1:30 to 4:30.  
 Dan: How about dinner?  
 Yusef: Perfect  
 Dan: Perfect! I know a great restaurant. I'll make reservations. Reserve Putnam's Grill ... Thursday... I'm sorry. What time?  
 Yusef: Six o'clock. Oh! Excuse me. I have to make a call. Text me the information about the restaurant. OK?  
 Dan: Sure! Hey, Yusef! Yusef! What's your number?

### Page 39, Exs. 4B and 4C

Dan: Are you free for lunch tomorrow?  
 Yusef: Sure! What time?  
 Dan: How about 1 o'clock?  
 Yusef: Oh, I'm sorry. I have a meeting from 1:30 to 4:30.  
 Dan: How about dinner?  
 Yusef: Perfect.

### Page 40, Ex. 1B

1. A: Excuse me. How do I get to the library?  
 B: Turn right on 5th Street.
2. A: Where's the park?  
 B: Go north on 8th Avenue. You can't miss it!
3. A: How do I get to Mel's Coffee Shop?  
 B: Just walk to the corner. You'll see it!
4. A: Hi. How do I get to the train station?  
 B: Go straight for three blocks to Freemont Street.
5. A: Are we almost there?  
 B: Yeah. Just turn left on 1st Street.
6. A: How do I get to the drugstore?  
 B: Cross the bridge. It's in the shopping center.

7. A: Where's the school?  
 B: Go west on Grant Street. It's about two blocks.
8. A: Excuse me. Where is the park?  
 B: It's on 3rd Avenue.
9. A: Hello. Is the supermarket this way?  
 B: Yes, it is. It's the second traffic light.

### Page 114, Grammar, Ex. A

1. Go straight.
2. Don't take Exit 5A.
3. Cross the bridge.
4. Drive two blocks.
5. Stop at the traffic light.
6. Go west on Route 78.
7. Turn left at the gas station.
8. Turn right at the shopping center.

### Page 41, Exs. 3A and 3B

Yusef: Hello?  
 Dan: Hey, Yusef, it's Dan. I just wanted to tell you—don't take a cab to Putnam's Grill tonight. Traffic is really bad. Just walk.  
 Yusef: Oh, OK. How do I get there?  
 Dan: First, go north on Cooper Plaza to 3<sup>rd</sup> Street  
 Yusef: OK, 3<sup>rd</sup> Street. Then what?  
 Dan: Turn left and walk three blocks to Washington Street.  
 Yusef: Third and Washington. Got it. Now what?  
 Dan: Turn right.  
 Yusef: Is it on the corner?  
 Dan: No, it's not on the corner. Keep walking up Washington. It's about halfway up the block. It's on the right.  
 Yusef: OK. Halfway up Washington, on the right. I think I've got it! I'll see you at six o'clock!

### Page 44, Ex. 1A

Lena: Hi. My name is Lena. I'm a university student. This is my school. I take the bus to school every day. I have English classes on Monday and Wednesday. This is my classroom. I work in an office after school.

## UNIT 5

### Page 46, Exs. 2B and 2C

#### Conversation 1

A: Excuse me. How much is this umbrella?

B: It's \$6.75

A: Did you say six seventy-nine?

B: No, six seventy-five.

A: OK. Thanks.

#### Conversation 2

A: How much is this scarf, please?

B: It's \$11.99

A: \$11.99?

B: Yes.

#### Conversation 3

A: How much is this sweater?

B: It's ... uh.. it's 80 dollars.

A: Eighteen dollars?!

B: No, sorry—Eighty. Eight - oh.

A: Aw.

#### Conversation 4

A: Excuse me. How much are these sunglasses?

B: The brown ones? They're \$13.99. [thirteen ninety-nine]

A: \$30.99? [thirty ninety-nine]

B: No. Thirteen ninety-nine.

A: Oh! That's better! Thanks.

#### Conversation 5

A: Excuse me, how much is this coat?

B: It's sixty-five ninety-nine. This week only.

A: Sixty-five ninety-nine?

B: Yep.

#### Conversation 6

A: How much is the cap, please?

B: It's \$4.

A: Four dollars even?

B: Yes.

#### Conversation 7

A: Excuse me. How much are these boots?

B: They're on sale now. They're only \$26.60

A: Twenty-six fifty?

B: No, twenty-six sixty. Six-oh.

A: OK. Thanks.

#### Conversation 8

A: How much are these gloves, please?

B: The black gloves?

A: Yes.

B: They're \$12.89.

A: \$12.89?

B: Yes.

A: OK. Here you go.

### Page 47, Ex. 3A

Gaby: Excuse me.

Clerk: Yes?

Gaby: How much is this, please?

Clerk: The water? It's \$2.50.

Gaby: Oh! And how much are the gloves?

Clerk: They're \$12.99.

Gaby: Thanks. And the umbrella?

Clerk: Let's see ... I know the price is on it somewhere ... Here it is! It's \$4.50

Gaby: I see.

Clerk: Will that be all?

Gaby: Yes. Thank you.

Gaby: That's OK. I don't need a bag.

Clerk: OK. That's \$19.99.

Clerk: Oh, well. Maybe she'll come back.

### Page 47, Exs. 3B and 3C

Gaby: Excuse me.

Clerk: Yes?

Gaby: How much is this, please?

Clerk: The water? It's \$2.50.

Gaby: Oh! And how much are the gloves?

Clerk: They're \$12.99.

### Page 48, Ex. 1C

1. It's hot.

2. It's cold.

3. It's warm.

4. It's cool.

### Page 49, Exs. 3B and 3C

1. It's cloudy in San Francisco today, so you won't need those sunglasses! But don't forget your sweater! It's just 53 degrees and cool.

2. Hello, Boston! This is meteorologist Harry Baxter. Get out your umbrellas! It's cool and rainy and 60 degrees. Just your typical April showers today.

3. Brrr. Wake up, Denver. You're going to need your gloves and boots. It's cold and snowy and only 28 degrees.

4. Good morning, Chicago! Hold onto your hats! It's windy and cool. The high today will be 55 degrees.

5. And now for today's weather in Miami. It's sunny and hot. It's 89 degrees and perfect for all your outdoor activities.

6. Good morning, Houston. This is meteorologist Anna López. It's partly cloudy out there, but watch out—you still need to put on that sunscreen today! We've got a nice, warm day ahead – 78 degrees!

### Page 115, Grammar, Ex. A

1. A: Where's my watch?  
B: I think Mark has it.
2. A: Are the children here yet?  
B: No, they're not.
3. A: How much are the dresses?  
B: They're \$49.95.
4. A: The scarf is very beautiful.  
B: I think so, too.
5. A: Why are all the people there?  
B: Sorry. I don't know.
6. A: Look at the babies!  
B: They're so cute.
7. A: Where is the woman?  
B: I don't know. She's late.
8. A: I need new shoes.  
B: Let's go shopping.
9. A: Who's that man?  
B: He's Mike Brenner.

### Page 51, Ex. 4A

Bill: Hello. Bill Holder.

Gaby: Hi, Bill. This is Gaby Ramos from TWS Media. I'm just confirming dinner tonight.

Bill: Oh, hi, Gaby. Yes. I'm looking forward to meeting you.

Gaby: Same here. Our reservation is for 7:00. Let's meet in front of the restaurant.

Bill: Great. I have the address.

Gaby: Excellent! Oh. I'm wearing black pants, a white shirt, and a purple jacket.

Bill: Really? Me, too!

Gaby: You're joking!

Bill: Yes, I am! I'm just joking. I'm wearing blue pants, a pink shirt, and a gray jacket.

Gaby: See you there.

Gaby: Bill?

Bill: Uh, hi.

Gaby: Hi, Bill. I'm Gaby Ramos.

Bill: Oh! But you're wearing khaki pants, a pink top, and a blue jacket.

Gaby: I know. It's a long story.

### Page 51, Exs. 4B and 4C

Gaby: I'm wearing black pants, a white shirt, and a purple jacket.

Bill: And I'm wearing blue pants, a pink shirt, and a gray jacket.

### Page 54, Ex. 1A

Martin: Hi! I'm Martin. These are some of my favorite clothes. This is my favorite T-shirt. Here are my favorite jeans and these are my favorite sneakers. This black jacket is my favorite jacket. I wear it when it's cold and rainy. Can you guess my favorite color?

## UNIT 6

### Page 116, Grammar, Ex. A

1. A: I listen to music on my computer.  
B: Not me. I listen to music in the car.
2. A: I love jazz.  
B: Really? I don't like it.
3. A: My brother plays the guitar for a rock group.  
B: Really? That's so cool!
4. A: I don't like classical music very much.  
B: I like it.
5. A: I buy my music online.  
B: Me, too. It's so easy.
6. A: I don't watch a lot of music videos.  
B: Really? I love music videos.
7. A: I play the piano.  
B: I love music, but I don't play an instrument.
8. A: I listen to a lot of pop music.  
B: Me, too. I love it.

### Page 57, Ex. 3A

Ester: Hi, Gaby. I'm glad you stayed for the party! Mmm ... that looks good, doesn't it? I love cake.

Gaby: Me, too. Actually, I like all sweet things.

Ester: Yeah, it's ... Ooh, I love this song! Do you like pop music?

Gaby: Yeah, I guess so.

Ester: What kind of music do you listen to?

Gaby: I like ... R&B.

Ester: I love R&B!

Gaby: Who's your favorite artist?

Ester: I love Beyoncé! Who do you like?

Gaby: I don't know, there are so many.

Ester: Oh! Here's Cole. I guess it's time to sing Happy Birthday. I LOVE music, but I can't sing.

### **Page 57, Exs. 3B and 3C**

Ester: What kind of music do you listen to?  
Gaby: I like R&B.  
Ester: Me too. I love R&B!  
Gaby: Who's your favorite artist?  
Ester: I like Beyoncé! How about you?  
Gaby: I don't know, there are so many.

### **Page 117, Grammar, Ex. A**

A: Hi, today we have an interview with Lily Warren, a great guitar player. Thank you for coming today.  
B: Thank you!  
A: So, my listeners want to know about your family. Do your parents play instruments?  
B: Yes, they do. My father plays the piano, and my mom plays the guitar.  
A: Do you play the guitar with your mother?  
B: Actually, yes. I do. It's a lot of fun. Sometimes we play for our family.  
A: Do you have brothers or sisters?  
B: Yes, I do. I have one brother and two sisters.  
A: Do they play instruments, too?  
B: Yes. My sisters both play the piano.  
A: What about your brother? Does he play an instrument, too?  
B: No, he doesn't. He does martial arts. He's very good.  
A: Do you play any sports?  
B: Yes, I swim, but I'm not very good.  
A: Well, you're good on the guitar! Thank you for talking with us.

### **Page 59, Ex. 4A**

Ester: This is SO good!  
Gaby: I know—it's delicious!  
Ester: Gaby, you have a beautiful singing voice!  
Gaby: Thanks, I love to sing. I sing in the car and in the shower ... sometimes at work.  
Ester: Nice. Do you play an instrument?  
Gaby: No, I don't. Do you?  
Ester: I play the guitar a little, but I'm not very good. I love to dance, though. Do you dance?  
Gaby: No, I don't. I'm a terrible dancer. But it's on my list.  
Ester: Your list?  
Gaby: You know, my list of all the things I want to learn!  
Ester: Oh, great idea. I need to make a list. Listen! This is a great song to dance to! Just do this!  
Gaby: Tell you what—you dance. I'll just sing!

### **Page 59, Exs. 4B and 4C**

Ester: Do you play an instrument?  
Gaby: No, I don't. Do you?  
Ester: I play the guitar a little. I love to dance though. Do you dance?  
Gaby: No, I don't. But it's on my list.  
Ester: Your list?  
Gaby: You know, my list of all the things I want to learn!

### **Page 118, Grammar, Ex. A**

1. When do you read?
2. What does Nick do in the summer?
3. Where do they hike?
4. What do you watch on TV?
5. Where do you play the guitar?
6. When do you play board games?
7. Where do you run?
8. What do you read online?

### **Page 61, Ex. 4A**

Gaby: You're a good dancer. Do you go dancing?  
Ester: Oh, yeah. Pretty much every weekend.  
Gaby: Where do you go?  
Ester: I go to a few different clubs in the city. So what do you do for fun?  
Gaby: Oh, I'm really into the outdoors. I like to hike.  
Ester: Oh, you like to hike? Where do you go?  
Gaby: The mountains. I go when I have a couple of days off work. I also like to bike. I bike around the city a lot. How about you?  
Ester: Eh, I don't like to do things, you know ... that I have to wear sneakers for. But I like to swim! I swim every Tuesday and Thursday.  
Gaby: Oh, wow. Do you go to a gym?  
Ester: No, there's a new indoor swimming pool in my neighborhood. It's really nice – a big beautiful pool and not too many people.  
Gaby: I don't like to swim very much. We don't have much in common, do we?  
Ester: Hey, we both like cake!

### **Page 61, Exs. 4B and 4C**

Ester: What do you do for fun?  
Gaby: I like to hike.  
Ester: Where do you go?  
Gaby: The mountains. How about you? What do you like to do?  
Ester: I like to swim.

## Page 64, Ex. 1A

Silvia: Hello! I'm Silvia and this is my friend, Lucas. He does martial arts. He's very good. He takes classes every Tuesday and Thursday. I do martial arts, too. But I'm not very good. I really like to swim. I swim every Saturday morning. Thanks Lucas.

## UNIT 7

### Page 119, Grammar, Ex. A

1. I need two tomatoes.
2. Ben loves soup.
3. Jill wants a banana.
4. We eat a lot of fish.
5. There isn't any milk.
6. I don't like onions.
7. Daniel is eating an apple.
8. Drink some water.

### Page 67, Ex. 4A

Pedro: So, it's really nice to meet you in person!

Lily: I know! After all those video calls! Do you like New York?

Pedro: I always do!

Lily: The food here is great. You're going to love it.

Pedro: Hmm.

Lily: What's the matter?

Pedro: There's a lot of meat on the menu. I don't eat meat.

Lily: Oh! I'm sorry. I didn't know ...

Pedro: It's OK. Don't worry about it. I forgot to tell you.

Lily: How about the tomato soup?

Server: Do you have any questions?

Pedro: Yes. Does the tomato soup have any dairy in it?

Server: Yes, it does. There's milk in it.

Pedro: Oh, I don't eat dairy.

Server: We have chicken soup.

Pedro: Yeah ... I don't eat any meat.

Server: Oh. Well, how about some vegetable soup?

Pedro: Does it have onions in it?

Server: Yes, it does.

Pedro: Hmm ... yeah ... I don't eat onions. I'm sorry! There are a lot of things I don't eat!

### Page 67, Exs. 4B and 4C

Pedro: Does the tomato soup have any dairy in it?

Server: Yes, it does. There's milk in it. We have chicken soup.

Pedro: Oh ... I don't eat meat.

Server: Oh. Well, how about some vegetable soup?

Pedro: Does it have onions in it?

Server: Yes, it does.

### Page 68, Ex. 1B

1. It's thin, round bread with tomato sauce and cheese on top. It comes from Italy.
2. We cook potatoes in hot oil to make them.
3. It's just two pieces of bread with something between them—sometimes meat, sometimes cheese, sometimes vegetables ... but always bread.
4. It's something to drink. It can be hot or cold. It's very popular in China and in England.
5. It's very small and white—it's one of the most important foods in the world!
6. It's a fruit or vegetable drink.
7. It's a mix of cold vegetables, usually green lettuce, maybe some carrots and tomatoes.
8. It's a noodle dish from Italy.

### Page 68, Exs. 2B and 2C

#### Conversation 1

A: What would you like?

B: I'll have the chicken, please.

#### Conversation 2

A: Can I take your order?

B: I'll have the burger, please.

#### Conversation 3

A: Excuse me. I'd like the pasta.

B: Anything else?

A: No, that's it. Thank you.

#### Conversation 4

A: Do you know what you'd like to order?

B: Um. I'd like the garden salad, please.

#### Conversation 5

A: And what would you like?

B: I'll have the fish.

A: Would you like some more coffee?

B: Yes. Thank you.

#### Conversation 6

A: Excuse me. I'd like some apple juice, please.

B: Of course.

A: Thank you.

### Page 69, Ex. 4A

Lily: Do you see anything you like?  
Pedro: Oh, yeah. Their salads look good.  
Lily: Yeah? That's not much food ... The pizza looks good, but maybe I want a hamburger ...  
Server: Are you ready to order?  
Pedro: Yes, we are.  
Lily: You go first.  
Server: What would you like?  
Pedro: I'll have the garden salad.  
Server: OK. And would you like something to drink?  
Pedro: I'd like some tea.  
Server: Iced or hot?  
Pedro: Hot, please.  
Server: Thank you. And for you?  
Lily: I'd like the burger.  
Server: Do you want cheese on that?  
Lily: Yes, please. And extra onions. And tomatoes!  
Server: OK. And what would you like to drink?  
Lily: I'll have iced tea.  
Server: Anything else?  
Pedro: No, thanks.  
Lily: Well ... Actually, I'll have tomato soup with that.  
Server: OK. Tomato soup. Is there any-  
Lily: And, um, some french fries! I'm really hungry!

### Page 69, Exs. 4B and 4C

Server: Are you ready to order?  
Pedro: Yes, I am. I'd like the garden salad, please.  
Server: And would you like something to drink?  
Pedro: I'll have some tea.  
Server: Thank you. And for you?  
Lily: I'd like the hamburger.

### Page 120, Grammar, Ex. C

1. Could I have some bread, please?
2. Can we come to your party?
3. Could I have a glass of water?
4. Could you email me the picture?
5. Can I get some vegetables?
6. Can we order some dessert, please?
7. Can you bring us some soup?
8. Could you tell me the address of the restaurant?

### Page 71, Ex. 3A

Pedro: Excuse me. Could I get some water with no ice?  
Server: Of course.  
Pedro: How's the burger?  
Lily: It's delicious! Oops! Can I have another napkin, please?  
Server: Yes, of course.  
Lily: And how is your salad?  
Pedro: It's good. It needs a little pepper, though.  
Pedro: Could I have some pepper, please?  
Server: Oh! Sorry. Yes, of course. I'll be right back.  
Lily: Oh, oh! There's no ketchup. Can you bring some, please?  
Server: Absolutely. I'll be back with pepper and ketchup. Anything else?  
Lily: No, I think that's it. Thanks.  
Pedro: Your soup looks good.  
Lily: I know! It looks great—I need to try some. Oops! I'm SO sorry ... could I get another spoon?  
Server: That's no problem.  
Pedro: You're right. This is a nice restaurant.  
Lily: Isn't it? The food is good and the servers are great.  
Pedro: Could you bring the check when you get a chance? We don't have a lot of time.  
Server: Sure. I'll be right back.  
Lily: I feel bad for her.  
Pedro: Yeah. We need to leave a big tip!

### Page 71, Exs. 3B and 3C

Pedro: Excuse me. Could I have some pepper, please?  
Server: Yes, of course.  
Pedro: Also, there's no ketchup. Can you bring some, too?  
Server: Sure. Anything else?  
Pedro: No, I think that's it. Thanks.

### Page 74, Ex. 1A

Ji-Ho: Hello. I'm Ji-Ho. Do you like Chinese food? I do! It's my favorite! And this is my favorite restaurant. The food is really good. I eat lunch here every Wednesday. They have a big menu. You can get fish, chicken, or beef. This is fish soup. And this is my favorite dish. It has chicken, vegetables, and rice. And I always have tea.

## UNIT 8

### Page 121, Grammar, Ex. A

1. Is there deodorant in the bathroom?
2. Are there any toothbrushes?
3. Is there soap in the kitchen?
4. Are there any razors?
5. Is there sunscreen in her bag?
6. Are there any hairbrushes in the closet?
7. Is there any toothpaste?
8. Are there any combs?

### Page 77, Ex. 4A

Clerk: Good evening. Can I help you?

Yusef: Yes. I'd like to check in. I have a reservation—Yusef Sayed.

Clerk: Good evening, Mr. Sayed. Yes, I see your name right here. Three nights. Is that correct?

Yusef: Yes, that's right.

Clerk: Would you like some help with your bags?

Yusef: Actually, I don't have my bag with me. The airline lost it.

Clerk: Oh, no!

Yusef: Yeah, and the real problem is that I don't have a toothbrush, or toothpaste—

Clerk: Oh, don't worry! There are some toothbrushes right here, and ... hmm ... I'm sure there's some toothpaste in the back. Just a sec!

Yusef: Are there any combs back there? Or razors?

Clerk: I'm sure there are. Let me check.

Yusef: Thank you.

Clerk: Here you go! I think we have everything you need. And of course there's shampoo in the room.

Yusef: This is great. Thank you so much. Can I get a bag for all this stuff?

Clerk: I'm sorry. There aren't any bags here. Let me look—Good evening. Center Hotel. Yes, of course. I can— I'm sorry. Can you hold for a moment? Good evening. Center Hotel. Can you hold for a moment? Hi. Sorry for the wait yes, of course...

### Page 77, Exs. 4B and 4C

Yusef: I don't have a toothbrush or toothpaste.

Clerk: There's some toothpaste in the back.

Yusef: Are there any combs back there?

Clerk: I'm sure there are. Let me check.

Yusef: Thank you.

Clerk: Here you go! I think we have everything you need. And of course there's shampoo in the room.

### Page 122, Grammar, Ex. C

1. A: Excuse me, where can I park my car?  
B: I'm sorry. There isn't a garage at the hotel.
2. A: The gym opens at 6:00 a.m.  
B: No, thanks. I work out in the evening.
3. A: We have a party tonight. Would you like to go?  
B: No, thank you. We're tired.
4. A: You can run in our gym.  
B: Actually, is there a park near here? I like to run outside.
5. A: Excuse me. My wife and I are hungry. Are there any good restaurants near the hotel?  
B: Of course. Look at this website.
6. A: Is it safe to walk around downtown in the evening?  
B: Yes, it is. This is a very nice neighborhood.
7. A: Would you like an umbrella, sir? It's raining.  
B: No, thanks. I love the rain.
8. A: How much is breakfast in the morning?  
B: It's free.

### Page 79, Ex. 4A

Yusef: Excuse me.

Clerk: Oh! Sorry! Good morning. How can I help you Mr. Sayed?

Yusef: Good morning! Well, first, thank you so much for your help last night.

Clerk: Oh no problem, I'm so glad you got your bags. Is there something I can do for you?

Yusef: Yes, there is. Where is the café?

Clerk: It's on the third floor. Take the elevator. Then it's on the left.

Yusef: I see. Do you have a fitness center? I want to Ex. before dinner tonight.

Clerk: Yes, we do, it's on the top floor.

Yusef: Is there a sauna?

Clerk: Yes, there is. It's also on the top floor, next to the pool.

Yusef: That's great! Oh, one more thing ... I need to print some documents. Where's the business center?  
Clerk: It's right over there, next to the gift shop.  
Yusef: OK, good to know. But I'll do that later. First, I'm going to have a nice breakfast.  
Clerk: Mr. Sayed! The elevators are that way.  
Yusef: Oh, right. Or, well, left, actually.

#### Page 79, Exs. 4B and 4C

Yusef: Where is the café?  
Clerk: It's on the third floor.  
Yusef: I see. Do you have a fitness center? I want to Ex. before dinner.  
Clerk: Yes, we do. It's on the top floor.  
Yusef: Thanks. And I need to print something. Where is the business center?  
Clerk: It's over there, on the right.

#### Page 123, Grammar, Ex. A

1. Our apartment is on the second floor.
2. Harry is at work.
3. The company is in Colombia.
4. She lives in the neighborhood.
5. The kitchen is on the right.
6. The bank is on Wilson Street.
7. I see Anne at the bus stop.
8. The school is at 176 Mountain Avenue.

#### Page 81, Exs. 3A and 3B

1. Yusef: Cintra, are there any museums in this area?  
Cintra: The Academy of Sciences Museum is in Golden Gate Park. It's a 2.5 mile walk, or you can take public transportation.  
2. Yusef: Cintra, is there a department store near here?  
Cintra: There is a department store at 6911 O'Farrell Street. Would you like directions?  
Yusef: Yes, please.  
3. Yusef: Cintra, is there an ATM in this neighborhood?  
Cintra: There is an ATM one block from here on Golden Gate Avenue. Do you want directions?  
Yusef: Yes.  
4. Yusef: Cintra, there's no ATM here.  
Cintra: I'm sorry. I don't understand. Can you repeat that, please?  
Yusef: Where's the ATM?  
Cintra: There's an ATM on the corner. Would you like directions?  
Yusef: No, I see it.

5. Yusef: Cintra, I'm at 6911 Fell Street. There's a post office here, but no department store.  
Cintra: Do you want directions to the post office?  
Yusef: No! I want the ... Cintra, where is the department store?  
Cintra: The department store is at 6911 O'Farrell Street. Would you like directions?  
Yusef: (sigh)  
6. Yusef: Cintra, is there a subway station near here?  
Cintra: The subway station is on Market Street.  
Yusef: Cintra, can I take the subway to the Academy of Science museum?  
Cintra: No, you can't. The subway doesn't go to Golden Gate Park.  
Yusef: Cintra, where is the baseball stadium?  
Cintra: It's on Second Street. Would you like directions?

#### Page 84, Ex. 1A

Ahmet: Hi! I'm Ahmet. This is where I live. These are some of my favorite places. I love this park. There are big trees, and it's cool on hot days. Across from the park there's a beautiful museum on the right. Near the museum there's a cafe with great food and coffee. I like to meet my friends there.

## UNIT 9

### Page 124, Grammar, Ex. A

A: Delivery! We have the new office furniture and supplies.  
B: Oh, come in. Thank you.  
A: Where do you want this desk?  
B: Over there please.  
A: And these chairs?  
B: You can put them over here.  
A: What about that file cabinet?  
B: Hmm. Please put it by that window over there.  
A: And those computers?  
B: Please keep them here for now. Wait, what's in those boxes?  
A: Your new lamps.  
B: Wow, these lamps are beautiful! This office is great. Hey, what about this phone?  
A: Oh, it's mine.

### Page 87, Ex. 4A

Dan: Hi, Tina.  
Tina: Hi, Dan.  
Dan: Where's Ester?  
Tina: I don't know. She's around. Maybe she's in the ladies' room. Or maybe she's out to lunch.  
Dan: Hmm.  
Tina: Is everything OK?  
Dan: Well... I was hoping Ester could help me. I have a video call in a few minutes and the office is really noisy over there. Is there another desk I can use?  
Tina: Oh sure I can help ... you can use Peter's desk. It's over there. He's not here today.  
Dan: Great! Thanks. It looks quiet over there.  
Dan: Ugh my computer is really slow.  
Tina: Well yeah, it is kind of old.  
Dan: Yep  
Tina: I'm lucky my computer is really fast. Is everything all right now?  
Dan: Oh yeah just one more thing do you have a notepad I can use?  
Tina: Yeah, you can use this notepad.  
Dan: Tina?  
Tina: Yes?  
Dan: Everything is great and I'm ready for my meeting. I just want to thank you for all your help.  
Tina: You're welcome! Any time.

### Page 87, Exs. 4B and 4C

Tina: Is everything OK?  
Dan: It's really noisy here. Is there another desk I can use?  
Tina: You can use Peter's desk. It's really quiet there.  
Dan: Can I use this chair?  
Tina: Sure. Are you all right, now?  
Dan: Yeah, it's just my computer. It's very old.

### Page 125, Grammar, Ex. A

1. What are you doing?
2. Are you looking at the webcam?
3. Is the touchpad working?
4. Do you text your friends?
5. Where is he going?
6. Is it raining?
7. Are you fixing my computer?
8. What do you watch on your tablet?

### Page 89, Ex. 4A

Dan: Hello? Gaby?  
Gaby: Hey, Dan. I can hear you, but I can't see you.  
Dan: Same here.  
Gaby: Maybe it's my computer...  
an: Gaby? Are you there? What are you doing?  
Gaby: Yeah, I'm here. I'm getting my tablet. Hang up. I'll call you right back.  
Dan: OK. Nope. It's not working.  
Gaby: How about YOUR computer?  
Dan: Oh, okay, it looks like my webcam isn't working. Hang on. I'm doing something.  
Gaby: Hmm.  
Dan: Yeah, give me a minute. No, it's not working. So ... what should we do? I really need to share my screen ...  
Gaby: Umm?  
Dan: Just give me a second.  
Dan: Wait. I'm trying something different.  
Gaby: No problem.  
Dan: I see what's going on.  
Dan: Hi, there you are. Hi, Gaby.  
Gaby: Hi, Dan.  
Dan: So ... this is terrible.  
Gaby: What's wrong?  
Dan: I don't have a power cord for this laptop and the battery is dying.  
Gaby: You're kidding, right?  
Dan: No, I'm not! We have about 5 minutes now.  
Gaby: Hey, great meeting!

### **Page 89, Exs. 4B and 4C**

Dan: What are you doing?  
Gaby: I'm calling you on my tablet.  
Dan: OK ... Nope. It isn't working.  
Gaby: How about your computer?  
Dan: Let me check ... The webcam isn't working.

### **Page 90, Ex. 1B**

1. SFX: going online
2. SFX: getting up
3. SFX: leaving the house
4. SFX: shower
5. Good night. (SFX: turning off light)
6. SFX: running water and brushing teeth

### **Page 126, Grammar, Ex. C**

1. I wake up at 6:30 Monday to Friday.
2. I take Bus 52 to work every day.
3. I don't like to eat breakfast in the morning. I only eat breakfast when I'm sick.
4. I wear a jacket and tie to work Monday to Thursday. On Friday I wear jeans.
5. I travel for work once a week.
6. I bring my own lunch to work every day. I don't go out for lunch.
7. I stay late at work once or twice a year.
8. After work I run in the park or go to the gym.

### **Page 91, Exs. 3A and 3B**

Welcome to Carly's Corner—my podcast, all about better ways to live your life. Today I'm going to talk about stress. Most of us work too much and relax too little, and the result is lots of stress. I've got some tips to help you feel less stressed.

First, and I know you don't want to hear this, but you need to drink eight glasses of water a day. Yes, that's eight, 8 ounce glasses of water or 2 liters a day. Sounds like a lot, but it's so good for you.

The second tip is: exercise! People always tell me, "I don't have time!" But exercise makes you feel better, so you can do more in less time. Exercise every day!

Third, sleep! Do you usually sleep for eight hours a night? I bet you don't. Sleep makes you feel good and helps with stress, so turn off the TV, put away the phone and the computer, and go to bed! And try to keep a regular schedule. Always get up at the same time in the morning. And try to go to bed at the same time every night!

Fourth, eat healthy food and eat every meal. Yes, that means breakfast! So many people tell me, "Oh, I never eat breakfast. It's fine." But if you're feeling a lot of stress, it's NOT fine. ALWAYS eat breakfast! A good breakfast can help with your stress!

I hope these tips help you. Sometimes our jobs or our lives are difficult, and we just can't change that. But we *can* change our habits so that we feel more relaxed and stay healthy.

### **Page 94, Ex. 1A**

Riko: Hello. My name is Riko. My family and friends all love technology. This is my brother, Ren, and his wife, Yuna. They like to play video games. This is my sister, Hana. She's always texting her friends. This is my Mom, Mio. She's on her laptop. I think she's checking e-mail. And this is my friend Karin. She likes to take photos.

## **UNIT 10**

### **Page 127, Grammar, Ex. A**

1. Was the train crowded?
2. When were you in Paris?
3. Was your vacation fun?
4. What was his name?
5. Were the mountains beautiful?
6. Where was the party?
7. Was your weekend relaxing?
8. Were they on time?

### **Page 97, Ex. 3A**

Cole: Hey Tina.  
Tina: Hi Cole.  
Cole: How was your weekend?  
Tina: It was wonderful!  
Cole: Looks like you were in the sun.  
Tina: I was! I was at the beach all weekend.  
Cole: Really?  
Tina: Yeah. It was beautiful.  
Cole: But it's so cold.  
Tina: Not in Miami.  
Cole: Lucky you. How was the weather?  
Tina: Perfect. It was warm and sunny.  
Cole: And how was the beach?  
Tina: It was a little crowded. There were a lot of tourists.  
Cole: How about the water?  
Tina: Water?  
Cole: Yeah, you know. Water, the ocean? Was it nice?

Tina: Oh, no, I never go in the water. I just like to lie on the beach.  
Cole: Hmm. Sounds relaxing.  
Tina: Yeah, it was.  
Cole: Oh you know, I think I need a day at the beach.

### Page 97, Exs. 3B and 3C

Cole: How was your weekend?  
Tina: It was wonderful! I was at the beach.  
Cole: Really? Lucky you.  
Tina: Yeah, it was beautiful but crowded. There were a lot of tourists.  
Cole: How was the weather?  
Tina: Perfect. It was warm and sunny.  
Cole: It sounds like it was really relaxing.

### Page 128, Grammar, Ex. A

1. Did he stay home all weekend?
2. Does she text every day?
3. Do they clean the house every week?
4. Did we wash the car last week?
5. Did I email you on Saturday?
6. Do you watch movies on your smart phone?
7. Does it rain a lot in London?
8. Did you and Stan work in the yard?

### Page 99, Ex. 4A

Tina: How about you? How was your weekend?  
Cole: It was fine. Nothing special.  
Tina: What did you do?  
Cole: Um, I just stayed home mostly.  
Tina: That's too bad.  
Cole: No, it was good. I did a lot of work around the house. I washed the car, I cleaned the garage...  
Tina: Oh, I need to do that! Sometimes that kind of work is relaxing.  
Cole: I think so, too.  
Tina: Did you do anything fun?  
Cole: Oh yeah on Saturday night I went to a club with a friend.  
Tina: Aha! So you didn't just stay home all weekend.  
Cole: No, no. Saturday night was great, actually.  
Tina: So, what club did you go to?  
Cole: A new club downtown. A place called... The Edge.  
Tina: Oh! I've heard about that place! It's really popular right now. Was it crowded?

Cole: Oh, yeah. There were SO many people. My friend knows someone, so we only waited in line for like five minutes.  
Tina: Wow ... good for you!  
Cole: I know, right? It was fun. We danced until about 3 in the morning I think.  
Tina: Well, your boring weekend at home sounds pretty exciting to me!

### Page 99, Exs. 4B and 4C

Tina: Did you do anything fun this weekend?  
Cole: Not really. I just stayed home. I did some work around the house.  
Tina: That's too bad.  
Cole: No, it was good, actually. I washed the car, and I cleaned the garage.  
Tina: Well, sometimes that kind of work is relaxing.  
Cole: I think so, too.

### Page 100, Ex. 1B

1. Welcome to flight 101 to Bangkok. Please fasten your seat belts.
2. A: Hi, I'm Gloria.  
B: Hi, Gloria. I'm Olivia.
3. Tickets please.
4. A: Wow! Look at all the fish!  
B: (groan)  
A: What's wrong?  
B: I feel sick.
5. On your left, you can see the famous Museum of Modern Art. We are stopping here for one hour.
6. What can I get for you?
7. (SFX of person swimming in a pool, kicking, arm strokes, and breathing)
8. A: That will be forty-five dollars.  
B: Forty-five dollars for a t-shirt!?

### Page 129, Grammar, Ex. A

1. I took a lot of pictures at the park.
2. When did you come home?
3. We eat out every Friday.
4. Tim flew to Korea from Germany.
5. I get a lot of texts from Zander.
6. What did they give you?
7. My husband has three sisters.
8. Where did you meet Trevor?

### **Page 101, Exs. 4A, 4B, and 4C**

A: Welcome to StoryTime Radio. I'm your host, Jerry Allen. Today, I'm pleased to welcome Trudy Stone. Hi, Trudy.

B: Hi, Jerry. It's nice to be here.

A: I understand you have an interesting story about a family vacation. Where did you go?

B: Well, I didn't go. It's not even *my* vacation story. It's really a story about my parents' vacation and how it changed my life.

A: Wow, sounds fascinating! What happened?

B: Well, about thirty years ago, my parents went to Europe. My brother and I always stayed with our grandparents during the summers, so we didn't go with them.

A: What did they do in Europe?

B: Oh, the usual things—they went on a boat ride in Italy and saw a play in London and ate wonderful food in France. They took a lot of trains.

A: So ... why did this vacation change your life?

B: On that trip, my parents met a couple named Don and Cindy. They really liked travelling together. So, Cindy gave my mom her address, and when my parents got home, my mom wrote Cindy a letter.

A: Ah, and they became friends, right?

B: Yes, they did. And then they took a lot of vacations together—one every two years. But I never met Don and Cindy. My parents only saw them on vacation. I knew that they had kids about the same age as me and my brother.

A: I see. And when did you finally meet them?

B: When I was 18 years old. They came to visit my parents and they brought their kids. One of those kids was an 18-year-old name Mark. Mark and I became good friends. And then, we fell in love, and a few years later, we got married. So now Don and Cindy are my husband's parents—my in-laws! And that's my story of how my parents' vacation changed my life.

### **Page 104, Ex. 1A**

Daniel: Hello! I'm Daniel. I want to show you some of my vacation photos. Here's the beach. Every morning, I went for a run on the beach. Then I always had a big breakfast. My friends and I usually hiked in the afternoon. We went out for dinner at nice places and we ate a lot! Then we went dancing. I met some interesting people. It was really fun!

# CONVERSATION VIDEO SCRIPTS

## UNIT 1, LESSON 1, Ex. 5A

Cole: Good morning!  
Tina: Good morning!  
Cole: Are you ready for breakfast?  
Tina: Yep  
Cole: Great! Come on. Right over here. Oh, I'm so sorry. It's my boss. I'll be right back!  
Tina: Oh, OK. Bye!  
Ester: Hi!  
Ester: Hello. I'm Ester Silva.  
Tina: Hi! I'm Tina Adams. Nice to meet you.  
Este: I'm sorry. What's your last name again?  
Tina: Adams.  
Ester: Oh, OK. Adams. It's nice to meet you, too! You're new, aren't you?  
Tina: Yes, I am. I don't know anyone!  
Ester: Well don't even—  
Voice off-screen: Hi, Ester!  
Ester: Oh hi, Alison! How are you?  
Voice off-screen: Fine! And you?  
Ester: I'm fine.  
Voices off-screen: Hi, Ester! Hey, Ester! Hi!  
Ester: Hi, guys!  
Tina: Wow, you're popular, aren't you?  
Ester: Yeah. Don't worry about it. You'll know everyone soon!

## UNIT 1, LESSON 1, Ex. 5B

Ester: Hello. I'm Ester Silva.  
Tina: Hi! I'm Tina Adams. Nice to meet you.  
Ester: I'm sorry, what's your last name again?  
Tina: Adams.  
Ester: Oh, OK. Adams. It's nice to meet you, too!

## UNIT 1, LESSON 2, Ex. 4A

Cole: Good morning. How are you doing?  
Tina: Hi, Cole. I'm great. Happy to be here! How are you?  
Cole: Good, I'm good. Ready to get to work?  
Tina: I am!  
Cole: Great. Well, let me show you around the office.  
Tina: Sounds good.

Cole: My desk is over there. Come see me if you need anything. Your desk is over here.  
Tina: Ah, Ok, thanks.  
Cole: Just let me know if you need anything else. Oh! And this is Ester. She's a social media manager. Ester, this is Tina. She's a new illustrator.  
Tina: Hey, Ester!  
Ester: Hey, look at that! We're neighbors! Tina and I are old friends.

## UNIT 1, LESSON 2, Ex. 4B

Cole: Tina, this is Ester. She's a social media manager.  
And Ester, this is Tina. She's an illustrator.  
Tina: Hi, Ester. Nice to meet you.  
Ester: Hi, Tina. Nice to meet you, too.

## UNIT 2, LESSON 1, Ex. 4A

Ester: Hi, Pedro! Long time no see!  
Pedro: Ester! Nice to see you again! How are you doing?  
Ester: I'm doing well! How are you?  
Pedro: I'm good.  
Ester: I guess you're here to take pictures again.  
Pedro: Yep. It's nice to be here.  
Ester: Looking at photos now?  
Pedro: Uh-huh. But these aren't for work.  
They're my own photos. Want to see?  
Ester: I'd love to! Who are they? Are they your brothers?  
Pedro: No, they're my friends. That's my brother.  
Ester: I see! What's his name?  
Pedro: His name is Eddy.  
Ester: Who's that?  
Pedro: That's my father.  
Ester: Oh! What's his name?  
Pedro: Eddy.  
Ester: Nice photo! Is that your grandfather?  
Pedro: Yep. His name is Eddy, too. And this is my sister. Her name is—  
Ester: Wait. Let me guess! Eddy?  
Pedro: No. Her name is Amelia.  
Ester: That's good!

## UNIT 2, LESSON 1, Ex. 4B

Ester: Who's that?  
Pedro: That's my father.  
Ester: Oh! What's his name?  
Pedro: His name is Eddy.  
Ester: And who's that?  
Pedro: That's my sister. Her name is Amelia.

## UNIT 2, LESSON 2, Ex. 3A

Ester: This is my family.  
Pedro: Nice! Is that your mother?  
Ester: No, she's my grandmother! This is my mother.  
Pedro: Really? And are those your sisters?  
Ester: Yep. All four of them.  
Pedro: Wow. Four?  
Ester: Yep. And they're all married. These are their children.  
Pedro: Aw. What a beautiful family. So, no brothers?  
Ester: Oh yeah. This is my brother.  
Pedro: Ah. Is he married, too?  
Ester: No! He's only 17. He's a high school student.  
Pedro: Oh, and that's you. Is that your husband?  
Ester: No, he's my boyfriend. His name is Eddy.  
Pedro: What?  
Ester: Oh no, just kidding. His name is Pedro.

## UNIT 2, LESSON 2, Ex. 3B

Ester: This is my family.  
Pedro: Really? Are those your sisters?  
Ester: Yes, they are.  
Pedro: And is he your brother?  
Ester: No, he isn't. He's my boyfriend.

## UNIT 2, LESSON 3, Ex. 4A

Pedro: So, is your family in New York City?  
Ester: No, my mom and dad and my brother live in Brazil.  
Pedro: Oh, that's far.  
Ester: But I have one sister in New York. She and her husband work for Super Cola.  
Pedro: Really? That's a good company!  
Ester: Yeah, it is. In fact ... Look—this is my uncle. He lives in Florida, and he also works for Super Cola.  
Pedro: Oh yeah?

Ester: Yeah. He's a general manager. He has three children, and they all work there, too.  
Pedro: Wow! Why don't you work at Super Cola?  
Ester: I have a good job here!

## UNIT 2, LESSON 3, Ex. 4B

Ester: This is my uncle. He lives in Florida, and he works for Super Cola.  
Pedro: Really? Super Cola is a good company.  
Ester: Yeah, it is. My uncle is a general manager. He has three kids, and they all work there, too.

## UNIT 3, LESSON 1, Ex. 4A

Cole: Hey, Dan! Welcome!  
Dan: Nice to see you.  
Cole: How's everything? How's the new baby? How's your family?  
Dan: They're great! And yours?  
Cole: Good, good. You're here for three weeks, right?  
Dan: Yeah. Three weeks.  
Cole: That's a long time! Are you in a hotel?  
Dan: No, I'm house-sitting for a friend. He's on vacation, so I have the whole house to myself.  
Cole: Cool! Is it nice?  
Dan: Yeah. It's a little far from here, but it's very nice.  
Cole: That's great.  
Dan: But it's really small.  
Cole: Mmm, too bad.  
Dan: Yeah. It only has five bedrooms and three bathrooms.  
Cole: What? Five bedrooms and three bathrooms? Wow!  
Dan: Yeah and it has a beautiful living room and a great kitchen.  
Cole: Oh.  
Dan: This morning I got lost looking for it! I walked around the house for five minutes!  
Cole: Ha-ha! Very funny!

## UNIT 3, LESSON 1, Ex. 4B

Cole: Is the house nice?  
Dan: Yes, it is. It has a big living room.  
Cole: Oh yeah?  
Dan: Yeah, and a great dining room, but the bedroom is small.  
Cole: Oh, that's too bad.

## UNIT 3, LESSON 2, Ex. 4A

Dan: These designs look really great, Tina.  
Tina: Thanks!  
Dan: I'm glad you're working here now.  
Tina: Me, too. I'm happy to be here.  
Tina: So, I hear you're house-sitting in a big house.  
Dan: Yeah. It's a great house and it's in a nice neighborhood.  
Tina: Yeah? What's it like?  
Dan: Umm. There's a big park near the house.  
Tina: That sounds great.  
Dan: Yeah, and there's a coffee shop across from the park.  
Tina: Wonderful!  
Dan: And there's a fantastic restaurant next to the coffee shop!  
Tina: It sounds perfect!  
Dan: Well, it's not perfect. There's no supermarket, and I don't have a car.  
Tina: Oh, no!  
Dan: Yeah. There is a bus stop next to the house. I guess I can take the bus ...  
Tina: Yeah, or call a cab or car service.  
Dan: Yeah. Or maybe I'll just eat at the restaurant every day!

## UNIT 3, LESSON 2, Ex. 4B

Tina: So, I hear you're house-sitting in a big house?  
Dan: Yes, it's a great house and it's in a nice neighborhood.  
Tina: Yeah? What's it like?  
Dan: There's a big park near the house.  
Tina: Sounds great!  
Dan: And there's a coffee shop across from the park.

## UNIT 4, LESSON 1, EX. 4A

Yusef: Dan?  
Dan: Hey, Yusef! Great to see you!  
Yusef: You, too! What are you doing here?  
Dan: Oh, there's a new project. I'm here for three weeks. How about you?  
Yusef: I'm just here for a couple of days. Then I'm off to San Francisco and then home. But I'm coming back here for the Leadership Conference.  
Dan: Oh, when's the conference?  
Yusef: It's from October fifteenth to the seventeenth.  
Dan: Oh, yeah, that's really soon.  
Yusef: I arrive on Monday the fourteenth. And the conference is Tuesday through Thursday.  
Dan: Whoa! That's only two weeks from now! That's a lot of traveling!  
Yusef: Good thing I can work on the plane.  
Dan: I think you'll need to sleep on the plane!

## UNIT 4, LESSON 1, Ex. 4B

Dan: When is the conference?  
Yusef: It's from October fifteenth to the seventeenth.  
Dan: That's really soon.  
Yusef: Yeah, it's from Tuesday to Thursday.  
Dan: Oh, that's in two weeks.

## UNIT 4, LESSON 2, Ex. 4A

Dan: You're here until Thursday, right?  
Yusef: Yep. I leave Thursday afternoon. We should get together.  
Dan: Definitely! Are you free for lunch tomorrow?  
Yusef: Sure! What time?  
Dan: How about 1 o'clock?  
Yusef: Um. I'm sorry, I have a meeting from 1:30 to 4:30.  
Dan: How about dinner?  
Yusef: Perfect  
Dan: Perfect! I know a great restaurant. I'll make reservations. Reserve Putnam's Grill. Thursday. I'm sorry. What time?  
Yusef: Six o'clock. Oh! Excuse me. I have to make a call. Text me the information about the restaurant. OK?  
Dan: Sure! Hey, Yusef! Yusef! What's your number?

## UNIT 4, LESSON 2, Ex. 4B

Dan: Are you free for lunch tomorrow?  
Yusef: Sure! What time?  
Dan: How about 1 o'clock?  
Yusef: Oh, I'm sorry. I have a meeting from 1:30 to 4:30.  
Dan: How about dinner?  
Yusef: Perfect.

## UNIT 5, LESSON 1, Ex. 3A

Gaby: Excuse me.  
Clerk: Yes?  
Gaby: How much is this, please?  
Clerk: The water? It's \$2.50.  
Gaby: Oh! And how much are the gloves?  
Clerk: They're \$12.99.  
Gaby: Thanks. And the umbrella?  
Clerk: Let's see. I know the price is on it somewhere. Here it is! It's \$4.50  
Gaby: I see.  
Clerk: Will that be all?  
Gaby: Yes. Thank you.  
Gaby: That's OK. I don't need a bag.  
Clerk: OK. That's \$19.99.  
Clerk: Oh, well. Maybe she'll come back.

## UNIT 5, LESSON 1, Ex. 4B

Gaby: Excuse me.  
Clerk: Yes?  
Gaby: How much is this, please?  
Clerk: The water? It's \$2.50.  
Gaby: Oh! And how much are the gloves?  
Clerk: They're \$12.99.

## UNIT 5, LESSON 3, Ex. 4A

Bill: Hello. Bill Holder.  
Gaby: Hi, Bill. This is Gaby Ramos from TWS Media. I'm just confirming dinner tonight.  
Bill: Oh, hi, Gaby. Yes. I'm looking forward to meeting you.  
Gaby: Same here. Our reservation is for 7:00. Let's meet in front of the restaurant.  
Bill: Great. I have the address.  
Gaby: Excellent! Oh. I'm wearing black pants, a white shirt, and a purple jacket.  
Bill: Really? Me, too!  
Gaby: You're joking!

Bill: Yes, I am! I'm just joking. I'm wearing blue pants, a pink shirt, and a gray jacket.  
Gaby: See you there.  
Gaby: Bill?  
Bill: Uh, hi.  
Gaby: Hi, Bill. I'm Gaby Ramos.  
Bill: Oh! But you're wearing khaki pants, a pink top, and a blue jacket.  
Gaby: I know. It's a long story.

## UNIT 5, LESSON 3, Ex. 4B

Gaby: I'm wearing black pants, a white shirt, and a purple jacket.  
Bill: And I'm wearing blue pants, a pink shirt, and a gray jacket.

## UNIT 6, LESSON 1, Ex. 3A

Ester: Hi, Gaby. I'm glad you stayed for the party! Mmm. That looks good, doesn't it? I love cake.  
Gaby: Me, too. Actually, I like all sweet things.  
Ester: Yeah, it's ... Ooh, I love this song! Do you like pop music?  
Gaby: Yeah, I guess so.  
Ester: What kind of music do you listen to?  
Gaby: I like R&B.  
Ester: I love R&B!  
Gaby: Who's your favorite artist?  
Ester: I love Beyoncé! Who do you like?  
Gaby: I don't know, there are so many.  
Ester: Oh! Here's Cole. I guess it's time to sing Happy Birthday. I love music, but I can't sing.

## UNIT 6, LESSON 1, Ex. 3B

Ester: What kind of music do you listen to?  
Gaby: I like R&B.  
Ester: Me too. I love R&B!  
Gaby: Who's your favorite artist?  
Ester: I like Beyoncé! How about you?  
Gaby: I don't know, there are so many.

## UNIT 6, LESSON 2, Ex. 4A

Ester: This is so good!  
Gaby: I know. It's delicious!  
Ester: Gaby, you have a beautiful singing voice!  
Gaby: Thanks, I love to sing. I sing in the car and in the shower. Sometimes at work.

Ester: Nice. Do you play an instrument?  
Gaby: No, I don't. Do you?  
Ester: I play the guitar a little, but I'm not very good. I love to dance, though. Do you dance?  
Gaby: No, I don't. I'm a terrible dancer. But it's on my list.  
Ester: Your list?  
Gaby: You know, my list of all the things I want to learn!  
Ester: Oh, great idea. I need to make a list. Listen! This is a great song to dance to! Just do this!  
Gaby: Tell you what—you dance. I'll just sing!

## UNIT 6, LESSON 2, Ex. 4B

Ester: Do you play an instrument?  
Gaby: No, I don't. Do you?  
Ester: I play the guitar a little. I love to dance though. Do you dance?  
Gaby: No, I don't. But it's on my list.  
Ester: Your list?  
Gaby: You know, my list of all the things I want to learn!

## UNIT 6, LESSON 3, Ex. 4A

Gaby: You're a good dancer. Do you go dancing?  
Ester: Oh, yeah. Pretty much every weekend.  
Gaby: Where do you go?  
Ester: I go to a few different clubs in the city. So what do you do for fun?  
Gaby: Oh, I'm really into the outdoors. I like to hike.  
Ester: Oh, you like to hike? Where do you go?  
Gaby: The mountains. I go when I have a couple of days off work. I also like to bike. I bike around the city a lot. How about you?  
Ester: Eh. I don't like to do things, you know, that I have to wear sneakers for. But I like to swim! I swim every Tuesday and Thursday.  
Gaby: Oh, wow. Do you go to a gym?  
Ester: No, there's a new indoor swimming pool in my neighborhood. It's really nice – a big beautiful pool and not too many people.  
Gaby: I don't like to swim very much. We don't have much in common, do we?  
Ester: Hey, we both like cake!

## UNIT 6, LESSON 3, Ex. 4B

Ester: What do you do for fun?  
Gaby: I like to hike.  
Ester: Where do you go?  
Gaby: The mountains. How about you? What do you like to do?  
Ester: I like to swim.

## UNIT 7, LESSON 1, Ex. 4A

Pedro: So, it's really nice to meet you in person!  
Lily: I know! After all those video calls! Do you like New York?  
Pedro: I always do!  
Lily: The food here is great. You're going to love it.  
Pedro: Hmm.  
Lily: What's the matter?  
Pedro: There's a lot of meat on the menu. I don't eat meat.  
Lily: Oh! I'm sorry. I didn't know.  
Pedro: It's OK. Don't worry about it. I forgot to tell you.  
Lily: How about the tomato soup?  
Server: Do you have any questions?  
Pedro: Yes. Does the tomato soup have any dairy in it?  
Server: Yes, it does. There's milk in it.  
Pedro: Oh, I don't eat dairy.  
Server: We have chicken soup.  
Pedro: Yeah. I don't eat any meat.  
Server: Oh. Well, how about some vegetable soup?  
Pedro: Does it have onions in it?  
Server: Yes, it does.  
Pedro: Hmm. Yeah. I don't eat onions. I'm sorry! There are a lot of things I don't eat!

## UNIT 7, LESSON 1, Ex. 4B

Pedro: Does the tomato soup have any dairy in it?  
Server: Yes, it does. There's milk in it. We have chicken soup.  
Pedro: Oh ... I don't eat meat.  
Server: Oh. Well, how about some vegetable soup?  
Pedro: Does it have onions in it?  
Server: Yes, it does.

## UNIT 7, LESSON 2, Ex. 4A

Lily: Do you see anything you like?  
Pedro: Oh, yeah. Their salads look good.  
Lily: Yeah? That's not much food. The pizza looks good, but maybe I want a hamburger.  
Server: Are you ready to order?  
Pedro: Yes, we are.  
Lily: You go first.  
Server: What would you like?  
Pedro: I'll have the garden salad.  
Server: OK. And would you like something to drink?  
Pedro: I'd like some tea.  
Server: Iced or hot?  
Pedro: Hot, please.  
Server: Thank you. And for you?  
Lily: I'd like the burger.  
Server: Do you want cheese on that?  
Lily: Yes, please. And extra onions. And tomatoes!  
Server: OK. And what would you like to drink?  
Lily: I'll have iced tea.  
Server: Anything else?  
Pedro: No, thanks.  
Lily: Well, actually, I'll have tomato soup with that.  
Server: OK. Tomato soup. Is there any—  
Lily: And, um, some french fries! I'm really hungry!

## UNIT 7, LESSON 2, Ex. 4B

Server: Are you ready to order?  
Pedro: Yes, I am. I'd like the garden salad, please.  
Server: And would you like something to drink?  
Pedro: I'll have some tea.  
Server: Thank you. And for you?  
Lily: I'd like the hamburger.

## UNIT 7, LESSON 3, Ex. 3A

Pedro: Excuse me. Could I get some water with no ice?  
Server: Of course.  
Pedro: How's the burger?  
Lily: It's delicious! Oops! Can I have another napkin, please?  
Server: Yes, of course.  
Lily: And how is your salad?  
Pedro: It's good. It needs a little pepper, though.

Pedro: Could I have some pepper, please?  
Server: Oh! Sorry. Yes, of course. I'll be right back.  
Lily: Oh, oh! There's no ketchup. Can you bring some, please?  
Server: Absolutely. I'll be back with pepper and ketchup. Anything else?  
Lily: No, I think that's it. Thanks.  
Pedro: Your soup looks good.  
Lily: I know! It looks great. I need to try some.Oops! I'm so sorry. Could I get another spoon?  
Server: That's no problem.  
Pedro: You're right. This is a nice restaurant.  
Lily: Isn't it? The food is good and the servers are great.  
Pedro: Could you bring the check when you get a chance? We don't have a lot of time.  
Server: Sure. I'll be right back.  
Lily: I feel bad for her.  
Pedro: Yeah. We need to leave a big tip!

## UNIT 7, LESSON 3, Ex. 3B

Pedro: Excuse me. Could I have some pepper, please?  
Server: Yes, of course.  
Pedro: Also, there's no ketchup. Can you bring some, too?  
Server: Sure. Anything else?  
Pedro: No, I think that's it. Thanks.

## UNIT 8, LESSON 1, Ex. 4A

Clerk: Good evening. Can I help you?  
Yusef: Yes. I'd like to check in. I have a reservation—Yusef Sayed.  
Clerk: Good evening, Mr. Sayed. Yes, I see your name right here. Three nights. Is that correct?  
Yusef: Yes, that's right.  
Clerk: Would you like some help with your bags?  
Yusef: Actually, I don't have my bag with me. The airline lost it.  
Clerk: Oh, no!  
Yusef: Yeah, and the real problem is that I don't have a toothbrush, or toothpaste—  
Clerk: Oh, don't worry! There are some toothbrushes right here, and ... hmm ... I'm sure there's some toothpaste in the back. Just a sec!

Yusef: Are there any combs back there? Or razors?  
Clerk: I'm sure there are. Let me check.  
Yusef: Thank you.  
Clerk: Here you go! I think we have everything you need. And of course there's shampoo in the room.  
Yusef: This is great. Thank you so much. Can I get a bag for all this stuff?  
Clerk: I'm sorry. There aren't any bags here. Let me look. Good evening. Center Hotel. Yes, of course. I can. I'm sorry. Can you hold for a moment? Good evening. Center Hotel. Can you hold for a moment? Hi. Sorry for the wait yes, of course...

## UNIT 8, LESSON 1, Ex. 4B

Yusef: I don't have a toothbrush or toothpaste.  
Clerk: There's some toothpaste in the back.  
Yusef: Are there any combs back there?  
Clerk: I'm sure there are. Let me check.  
Yusef: Thank you.  
Clerk: Here you go! I think we have everything you need. And of course there's shampoo in the room.

## UNIT 8, LESSON 2, Ex. 4A

Yusef: Excuse me.  
Clerk: Oh! Sorry! Good morning. How can I help you Mr. Sayed?  
Yusef: Good morning! Well, first, thank you so much for your help last night.  
Clerk: Oh no problem, I'm so glad you got your bags. Is there something I can do for you?  
Yusef: Yes, there is. Where is the café?  
Clerk: It's on the third floor. Take the elevator. Then it's on the left.  
Yusef: I see. Do you have a fitness center? I want to exercise before dinner tonight.  
Clerk: Yes, we do, it's on the top floor.  
Yusef: Is there a sauna?  
Clerk: Yes, there is. It's also on the top floor, next to the pool.  
Yusef: That's great! Oh, one more thing. I need to print some documents. Where's the business center?  
Clerk: It's right over there, next to the gift shop.  
Yusef: OK, good to know. But I'll do that later. First, I'm going to have a nice breakfast.

Clerk: Mr. Sayed! The elevators are that way.  
Yusef: Oh, right. Or, well, left, actually.

## UNIT 8, LESSON 2, Ex. 4B

Yusef: Where is the café?  
Clerk: It's on the third floor.  
Yusef: I see. Do you have a fitness center? I want to exercise before dinner.  
Clerk: Yes, we do. It's on the top floor.  
Yusef: Thanks. And I need to print something. Where is the business center?  
Clerk: It's over there, on the right.

## UNIT 9, LESSON 1, Ex. 4A

Dan: Hi, Tina.  
Tina: Hi, Dan.  
Dan: Where's Ester?  
Tina: I don't know. She's around. Maybe she's in the ladies' room. Or maybe she's out to lunch.  
Dan: Hmm.  
Tina: Is everything OK?  
Dan: Well, I was hoping Ester could help me. I have a video call in a few minutes and the office is really noisy over there. Is there another desk I can use?  
Tina: Oh. Sure, I can help. You can use Peter's desk. It's over there. He's not here today.  
Dan: Great! Thanks. It looks quiet over there.  
Dan: Ugh my computer is really slow.  
Tina: Well yeah, it is kind of old.  
Dan: Yep  
Tina: I'm lucky my computer is really fast. Is everything all right now?  
Dan: Oh yeah just one more thing do you have a notepad I can use?  
Tina: Yeah, you can use this notepad.  
Dan: Tina?  
Tina: Yes?  
Dan: Everything is great and I'm ready for my meeting. I just want to thank you for all your help.  
Tina: You're welcome! Any time.

## UNIT 9, LESSON 1, Ex. 4B

Tina: Is everything OK?  
Dan: It's really noisy here. Is there another desk I can use?  
Tina: You can use Peter's desk. It's really quiet there.

Dan: Can I use this chair?  
Tina: Sure. Are you all right, now?  
Dan: Yeah, it's just my computer. It's very old.

## UNIT 9, LESSON 2, Ex. 4A

Dan: Hello? Gaby?  
Gaby: Hey, Dan. I can hear you, but I can't see you.  
Dan: Same here.  
Gaby: Maybe it's my computer.  
Dan: Gaby? Are you there? What are you doing?  
Gaby: Yeah, I'm here. I'm getting my tablet. Hang up. I'll call you right back.  
Dan: OK. Nope. It's not working.  
Gaby: How about your computer?  
Dan: Oh, okay, it looks like my webcam isn't working. Hang on. I'm doing something.  
Gaby: Hmm.  
Dan: Yeah, give me a minute. No, it's not working. So, what should we do? I really need to share my screen.  
Gaby: Umm?  
Dan: Just give me a second.  
Dan: Wait. I'm trying something different.  
Gaby: No problem.  
Dan: I see what's going on.  
Dan: Hi, there you are. Hi, Gaby.  
Gaby: Hi, Dan.  
Dan: So, this is terrible.  
Gaby: What's wrong?  
Dan: I don't have a power cord for this laptop and the battery is dying.  
Gaby: You're kidding, right?  
Dan: No, I'm not! We have about 5 minutes now.  
Gaby: Hey, great meeting!

## UNIT 9, LESSON 2, Ex. 4B

Dan: What are you doing?  
Gaby: I'm calling you on my tablet.  
Dan: OK ... Nope. It isn't working.  
Gaby: How about your computer?  
Dan: Let me check ... The webcam isn't working.

## UNIT 10, LESSON 1, Ex. 3A

Cole: Hey Tina.  
Tina: Hi Cole.  
Cole: How was your weekend?  
Tina: It was wonderful!  
Cole: Looks like you were in the sun.  
Tina: I was! I was at the beach all weekend.  
Cole: Really?  
Tina: Yeah. It was beautiful.  
Cole: But it's so cold.  
Tina: Not in Miami.  
Cole: Lucky you. How was the weather?  
Tina: Perfect. It was warm and sunny.  
Cole: And how was the beach?  
Tina: It was a little crowded. There were a lot of tourists.  
Cole: How about the water?  
Tina: Water?  
Cole: Yeah, you know. Water, the ocean? Was it nice?  
Tina: Oh, no, I never go in the water. I just like to lie on the beach.  
Cole: Hmm. Sounds relaxing.  
Tina: Yeah, it was.  
Cole: Oh, you know, I think I need a day at the beach.

## UNIT 10, LESSON 1, Ex. 3B

Cole: How was your weekend?  
Tina: It was wonderful! I was at the beach.  
Cole: Really? Lucky you.  
Tina: Yeah, it was beautiful but crowded. There were a lot of tourists.  
Cole: How was the weather?  
Tina: Perfect. It was warm and sunny.  
Cole: It sounds like it was really relaxing.

## UNIT 10, LESSON 2, Ex. 4A

Tina: How about you? How was your weekend?  
Cole: It was fine. Nothing special.  
Tina: What did you do?  
Cole: Um, I just stayed home mostly.  
Tina: That's too bad.  
Cole: No, it was good. I did a lot of work around the house. I washed the car, I cleaned the garage...

Tina: Oh, I need to do that! Sometimes that kind of work is relaxing.

Cole: I think so, too.

Tina: Did you do anything fun?

Cole: Oh yeah on Saturday night I went to a club with a friend.

Tina: Aha! So you didn't just stay home all weekend.

Cole: No, no. Saturday night was great, actually.

Tina: So, what club did you go to?

Cole: A new club downtown. A place called *The Edge*.

Tina: Oh! I've heard about that place! It's really popular right now. Was it crowded?

Cole: Oh, yeah. There were so many people. My friend knows someone, so we only waited in line for like five minutes.

Tina: Wow. Good for you!

Cole: I know, right? It was fun. We danced until about 3 in the morning I think.

Tina: Well, your boring weekend at home sounds pretty exciting to me!

## UNIT 10, LESSON 2, Ex. 4B

Tina: Did you do anything fun this weekend?

Cole: Not really. I just stayed home. I did some work around the house.

Tina: That's too bad.

Cole: No, it was good, actually. I washed the car, and I cleaned the garage.

Tina: Well, sometimes that kind of work is relaxing.

Cole: I think so, too.

# PUT IT TOGETHER VIDEO SCRIPTS

## UNIT 1, Ex. 1A, p. 14

Fumi: Hello! My name is Fumi. I'm an illustrator at The Art Company in Tokyo, Japan. I'm also a student. I study English. In my office I have a desk, a computer, notepads, pencils, a phone, and pens.

## UNIT 2, Ex. 1A, p. 24

Rafael: Hi. It's Rafael. I want to show you some of my friends. This is Leo. He lives in Bolivia. He's a doctor. He's single. These are my friends Tom and Lisa. They're married. They live in New York City. Tom is an architect and Lisa is an engineer. And this is my good friend Frida. She's single and she lives in Mexico. She's a teacher.

## UNIT 3, Ex. 1A, p. 34

Pilar: Hi. My name is Pilar. This is my bedroom. It's small but it has everything that I need. Here's my desk. This is where I do my homework. Here's a lamp and that's my computer on the desk. Next to the desk is my bed. Then there's a dresser. It's between the bed and the closet. That's my new rug. I really like it.

## UNIT 4, Ex. 1A, p. 44

Lena: Hi. My name is Lena. I'm a university student. This is my school. I take the bus to school every day. I have English classes on Monday and Wednesday. This is my classroom. I work in an office after school.

## UNIT 5, Ex. 1A, p. 54

Martin: Hi! I'm Martin. These are some of my favorite clothes. This is my favorite T-shirt. Here are my favorite jeans and these are my favorite sneakers. This black jacket is my favorite jacket. I wear it when it's cold and rainy. Can you guess my favorite color?

## UNIT 6, Ex. 1A, p. 64

Silvia: Hello! I'm Silvia and this is my friend, Lucas. He does martial arts. He's very good. He takes classes every Tuesday and Thursday. I do martial arts, too. But I'm not very good. I really like to swim. I swim every Saturday morning. Thanks Lucas.

## UNIT 7, Ex. 1A, p. 74

Ji-Ho: Hello. I'm Ji-Ho. Do you like Chinese food? I do! It's my favorite! And this is my favorite restaurant. The food is really good. I eat lunch here every Wednesday. They have a big menu. You can get fish, chicken, or beef. This is fish soup. And this is my favorite dish. It has chicken, vegetables, and rice. And I always have tea.

## UNIT 8, Ex. 1A, p. 84

Ahmet: Hi! I'm Ahmet. This is where I live. These are some of my favorite places. I love this park. There are big trees, and it's cool on hot days. Across from the park there's a beautiful museum on the right. Near the museum there's a cafe with great food and coffee. I like to meet my friends there.

## UNIT 9, Ex. 1A, p. 94

Riko: Hello. My name is Riko. My family and friends all love technology. This is my brother, Ren, and his wife, Yuna. They like to play video games. This is my sister, Hana. She's always texting her friends. This is my Mom, Mio. She's on her laptop. I think she's checking e-mail. And this is my friend Karin. She likes to take photos.

## UNIT 10, Ex. 1A p. 104

Daniel: Hello! I'm Daniel. I want to show you some of my vacation photos. Here's the beach. Every morning, I went for a run on the beach. Then I always had a big breakfast. My friends and I usually hiked in the afternoon. We went out for dinner at nice places and we ate a lot! Then we went dancing. I met some interesting people. It was really fun!

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## PRONUNCIATION TABLE

Vowels		Consonants	
Symbol	Key Words	Symbol	Key Words
i	beat, happy	p	pack, happy
ɪ	bit	b	back, rubber
eɪ	date, paid	t	time, butter
ɛ	bet	d	do, middle
æ	bat	k	come, quick, key
ɑ	box, father	g	game, guest
ɔ	dog, bought	tʃ	church, nature
əʊ	boat, go	dʒ	judge, general
ʊ	book, put	f	fan, photograph
u	boot, new	v	van, cover
ʌ	cup, mother	θ	thing, breath
ə	banana, about	ð	then, breathe
ɔː	shirt, murder	s	sit, city
aɪ	bite, buy, eye	z	zoo, please, goes
aʊ	about, how	ʃ	ship, machine, action
ɔɪ	voice, boy	ʒ	measure, vision
ɪr	deer, near	h	hot, who
ɛr	hair, bare	m	man, some
ɑr	bar, heart	n	sun, know
ɔr	door, more	ŋ	sing
ʊr	tour, poor	w	wet, white
		l	long, silly
		r	right, wrong
		y	yes, use, music